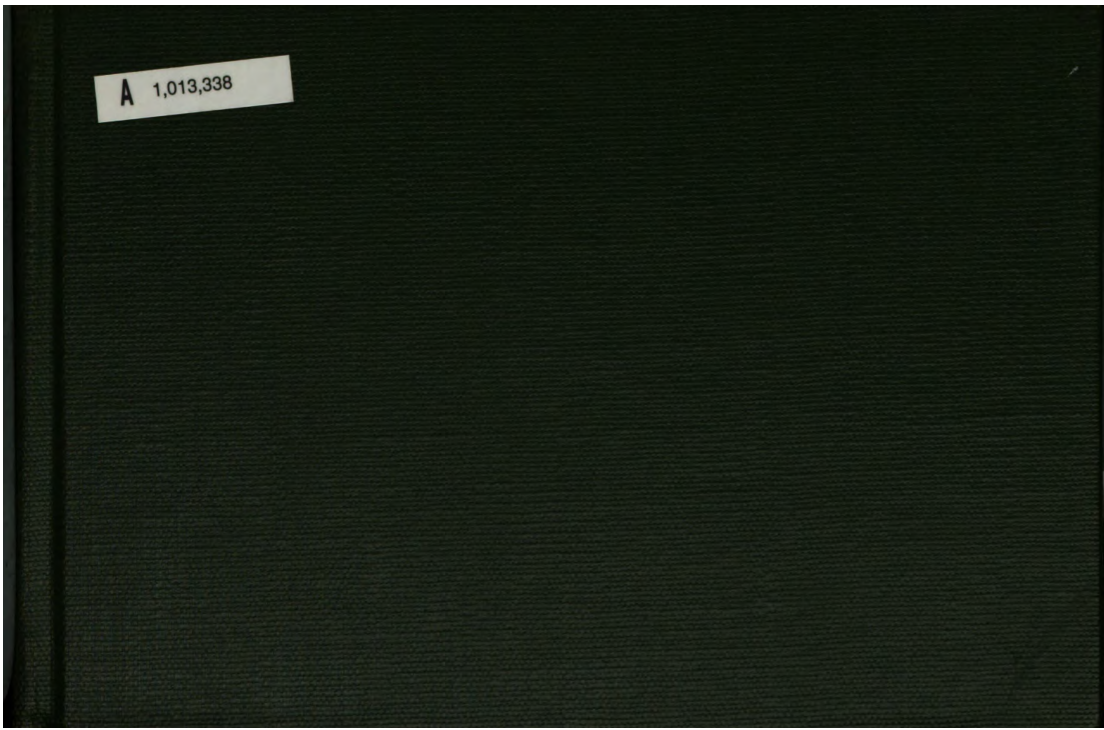

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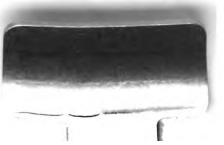

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THE RECORDED TEXT

SPOKEN PORTUGUESE

By *Margarida F. Reno*
and *Vincenzo Cioffari*

Transcription by *Robert A. Hall, Jr.*
Cornell University

BOOK ONE

Identical with the edition published for
The United States
Armed Forces Institute

PC
119

HENRY HOLT AND COMPANY · *New York*

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This volume contains the first twelve units — all of the recorded material — of the complete course of thirty units published by D. C. Heath and Company. We recommend that educational institutions which wish to have the complete course purchase books directly from D. C. Heath and Company. Likewise, we urge the individual, as soon as he has completed his study of this text and the recordings which go with it, to acquire for further work on his own and for permanent reference use the cloth-bound edition of the complete course which is available through D. C. Heath and Company, 285 Columbus Avenue, Boston, Mass.

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INTRODUCTION

1. What We Are Trying to Do. This course in Portuguese is designed for those who need to make themselves understood on ordinary topics in Portuguese and cannot devote to it the years of study required by the average school course. It is based on the principle that you must hear a language if you are to understand it when it is spoken, and that you must practice speaking in order to be able to speak.

A teacher of Portuguese will not always be available for the men for whom this book is written. For that reason, the course has been made as nearly self-teaching as possible. This manual covers the course completely and requires the use of no other reference material. It explains in detail, step by step, how the work is to proceed, and sets the stage for the listening and talking which you are to do.

2. The Portuguese Language is spoken by about forty-five million people in Brazil, and by about eight million elsewhere, — in Portugal, the Azores, the Cape Verde Islands, and various Portuguese colonies.

Variations in language are perfectly natural and are found in every language in the world. When these variations are as small as they are in English, they are nothing to worry about. In Portuguese the variations are not greater than in English. You should not worry about them. All the people, even the lower classes, understand standard Portuguese and can make themselves understood in it. Therefore, do not be surprised if the pronunciation you hear does not quite match what is given to you in this manual or what you hear in this course. Imitate as far as possible the person with whom you are speaking. He, in turn, will do his best to pronounce so that he can be understood. Likewise, do not be surprised at the use of gestures, for they are part of the language; use the gestures yourself if you can imitate them.

3. How to Use This Manual. If you are going to speak Portuguese, you must have a native speaker of the language to work with you as you use this book. For those who cannot get a native speaker, a substitute has been provided with this course in the form of a set of phonograph records on which students can hear the voice of a native speaker. Do not try to use the book without either the living speaker or the phonograph records.

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The book is arranged so that it can be used for individual or for group study. The group may or may not have a regular teacher; if you have no regular teacher, choose one of your own number (called the *Group Leader*) to lead the others and direct their activity.

4. A Native Speaker, as everyone knows, is the only good source of first-hand knowledge as to the pronunciation and usage of any language. In this course the native speaker of Portuguese is referred to as the *Guide;* if you can get a Guide as a source of information throughout the course, it is far preferable to do so rather than to rely on the phonograph records. The Guide's job is to act as a model for you to imitate, and as a check on your pronunciation; it is *not* his business to be a teacher or to "explain" the language to you. The Guide should be, if possible, a person who speaks standard Portuguese, not merely the dialect of his region; but he should speak Portuguese naturally, as the other people in his region do, and not affectedly or unnaturally. He need not be too well educated nor should he be too ignorant.

5. This Book is divided into five major sections, each containing six Units, one of which is devoted to review. Each unit contains several sections, which, with a few exceptions, are uniformly as follows:

A. Basic Sentences (with Hints on Pronunciation in Parts One and Two of the book)
B. Word Study and Review of Basic Sentences
C. Review of Basic Sentences (*Cont.*)
D. Listening In
E. Conversation
F. Conversation (*Cont.*)
Finder List

6. The Basic Sentences in each unit are arranged so as to give you a number of new words, first broken up into short phrases, and then used in complete sentences. On the printed page they are presented in parallel columns which contain on the left the English equivalents and on the right the Portuguese material. In Part One the Portuguese material is given in the special spelling which is called Aids to Listening; in Part Two the Portuguese is given in the form of Aids to Listening and also in the conventional Portuguese spelling; and from Part Three on, the Portuguese is given only in conventional spelling.

When you have the book open at whatever unit you are going to study, and when the Guide is ready to begin speaking the words for you or the Leader is ready to start the phonograph records, you can begin working on the Basic Sentences for that unit. If the Group Leader is working with the Guide, the Leader will read the English out loud, and the Guide will pronounce the Portuguese twice, each time allowing enough time for you to repeat the Portuguese after him. If you are using the phonograph records, you will hear two voices on the records, one acting as your Leader, the other as your Guide. While you are listening to the Guide, follow with your eyes the Aids to Listening. When you repeat the words and sentences after the Guide or

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phonograph records, repeat them aloud. Speak up in a good loud voice — never mumble. It is absolutely essential that you repeat after the Guide or phonograph record each time, and that you imitate him or it as closely as you can and learn by heart what you have imitated. Otherwise, you are only wasting your own time and everybody else's.

If you or the Leader have any difficulty in making the Guide understand what you want him to do, use the following signals:

1. Index finger raised, BEGIN

2. Hand raised, palm toward the Guide, STOP

3. Hand raised, palm down, hand moved slowly in semi-circle, SLOWER

4. Beckoning with index finger, REPEAT

5. Hand held palm up and moved quickly up and down, LOUDER

The meanings of these signals have been explained to the Guide in his Manual of Instructions and he will understand what you want.

7. The Aids to Listening, given in the first twelve units, present a simplified version of Portuguese spelling which is designed to help you in remembering the Portuguese words *as they sound.* In the Aids to Listening, each Portuguese sound is represented by one letter or combination of letters. Every letter or combination of letters always stands for the same sound. Especially at first, concentrate your attention on this, not on the ordinary Portuguese spelling.

8. The Hints on Pronunciation are given you to help you improve your speech in Portuguese. No language has sounds exactly like those of any other; and in Portuguese you will find some sounds which are quite absent from English, and others which are somewhat, but not exactly, like English sounds. After you have been through the Basic Sentences of the unit at least once, read through the Hints on Pronunciation carefully, having the Guide repeat or playing on the phonograph the words and sounds which are being discussed. Then go back and listen again to the Basic Sentences, always repeating them after the Guide or phonograph as you did before — and try to hear and imitate more precisely the sounds to which your attention has been called.

Work with each set of Basic Sentences until you and the other members of the group feel that you have fair mastery

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of them. "Mastery" means that you can understand the words and phrases when you hear them even though the material is presented in mixed order. It means also — something much more difficult — that you can give the Portuguese for the English expressions when you are called on to do so. This mastery cannot possibly be acquired in one "sitting." You will have to go back to the Basic Sentences again and again, as the manual directs, before you leave them. You will also have to try to recall and use the Portuguese of the Basic Sentences as frequently as possible between meetings of the group.

9. Pronouncing to be Understood. Pronunciation is important for this reason: if you expect to be understood when you speak a foreign language, you will have to pronounce it more or less the way people are used to hearing it. If you are too far off from the usual way of talking the language, people won't be able to understand you at all. The nearer you get to pronouncing the right sounds, the easier it will be for your ear to catch the sounds as spoken by the natives.

Learning to pronounce is really not a difficult matter if you go about it in the right way. If you follow the suggestions and instructions given in this manual, you can expect to develop the kind of pronunciation you need. Many students who are good mimics or who get into the spirit of speaking Portuguese will learn to talk like natives.

The only way to learn to pronounce like a native is to *imitate*. You must get a native to pronounce the words, then say them right after him, mimicking everything, even to the tone of his voice. This manual will make it easier for you by pointing out the sounds you need to observe.

10. Follow your Guide. When it comes to pronunciation, the native is your only authority. There may be instances where this manual or the phonograph records indicate one pronunciation and the native pronounces something a little different. In any language there are differences in pronunciation from one region to another. Always imitate the pronunciation of your Guide rather than that of the phonograph records or of the Aids to Listening.

11. The Word Study shows you new ways of combining the material which you have learned from the Basic Sentences; the Comment added to the Word Study discusses the essential features of the structure of the language. Read those and make sure that you understand thoroughly everything which is said in them; then go back again over the Basic Sentences with the Guide or phonograph, exactly as you did before, and observe the way the structural features you have studied actually work out in the Basic Sentences.

12. The Listening In section provides you with a series of conversations, anecdotes, stories, etc., which use the vocabulary and constructions you have learned in each unit and in those preceding. Its purpose is to give you practice in listening to and understanding the foreign language as you might overhear it in normal conversation among Portuguese-speaking people, and to furnish you with models for your own conversation practice.

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13. The Conversation Practice represents the central aim of the course. In order to converse well, you should know well everything that has been introduced in the unit you are working on, and everything that you have learned in previous units as well. When you get up to take part in a conversation, do so as easily and naturally as you can. Don't try to bring in new words and phrases that you haven't learned in the material you have studied in this course; stick to what you have learned, and try to get that down just as pat as you can.

14. Talking Portuguese. In speaking Portuguese you should not first figure out what you want to say in English and then translate it into Portuguese word for word. In any given situation you should apply, instead, the words and expressions you already know.

When people speak to you, they will frequently use words and expressions you don't know. If you can't guess their meaning, you will have to ask what some of the words mean, or request that the speaker repeat in simpler terms. If you are good-natured and reasonable about it, you won't have any trouble.

Your learning of the language will not stop when you have mastered this material. You will, rather, be able to get around among the people and practice what you know, so that you really begin to make use of your first stock of words. At the same time you will find yourself constantly picking up new words. Try to learn new words thoroughly. Carry along a notebook to jot down words that you want to remember; you can then review them from time to time.

You should not wait until you have finished this manual before you start using the language. Begin practicing at once. When you have done the first unit, try out the expressions on as many people as possible. When you try out your Portuguese at this early stage, make it slide off your tongue as smoothly as you can without slipping back into English pronunciation. Listen closely to what the person says in response, trying to catch as much as you can. The first few times it may be hard to catch even the words you know, but you will improve rapidly if you keep on practicing every chance you get.

When you have finished this course, you will not only have made a start in speaking Portuguese; you will have learned a new *way* of studying languages. If your Portuguese gets rusty later on, or if you want to begin studying some other language, you will now know how to set about it: get some native speaker of the language to serve as your Guide, and, even if you have no such manual as this to work by, start asking him how to say the things you want to be able to say. Imitate, learn, and use all the spoken forms your Guide gives you; and in this way you can learn to speak any foreign language, whether you have studied it before or not.

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PART ONE

UNIT 1

GETTING AROUND

To the Group Leader: Each unit of this course is divided into six sections. It is suggested that the group spend not less than fifty minutes on each. The time to be spent on parts of sections is indicated. This time schedule is intended only to suggest relative amounts of time to be spent on different parts of the sections.

Before you get the group together to work on this first unit, read carefully the following material up to the heading Useful Words and Phrases on page 4. When the group meets, read the material aloud to them or have some other member of the group do the reading. The students will follow the reading with their books open. Be sure that your Guide or the phonograph and records are ready before the group meets for work on Section A. See that the Guide is supplied with a copy of the manual *Instruções para o Guia*, which tells him just what he is to do and gives him the Portuguese he is to speak to the group.

You should look through all of the sections of the unit, reading the directions carefully, so that you will have in mind the general plan of the work. Always get clearly in mind the directions for a section before you take that section up in the group meeting.

THIS UNIT gives you the most immediate and necessary expressions that you will need in meeting people, asking your way, buying things, and counting. You will find that it is no easy matter to master all these words and phrases, but you will succeed if you really concentrate and follow instructions carefully. The amount of learning and memorizing required for this first unit is considerably greater than that for any later unit. The reason that you are given such a large dose at the start is that this unit is a kind of "language first aid," which gives you enough useful expressions to enable you to make your ordinary wants known and to carry on a simple conversation in Portuguese from the very start.

All but a few of these words and phrases are selected from the phonograph records for the Portuguese Introductory Series. If you have worked with these records, the present unit will be a review for you and, in that case, you should be able to master the vocabulary of this unit without difficulty.

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Section A — Useful Words and Phrases

In the list of Useful Words and Phrases which follows, the English equivalents of these words and phrases are given at the left of the page. Opposite is a special spelling of the Portuguese (Aids to Listening) which will help you in getting the sounds. The Leader of the group will first read the English equivalent and pause for the Guide to speak the Portuguese. Every member of the group then repeats after the Guide, imitating his pronunciation as closely as possible. The Guide will then say the Portuguese a second time and everybody will repeat after him as before. The Leader will then read the next English equivalent and the Guide and group will follow the procedure indicated.

If no Guide is available, the phonograph records provided for the course should be used. When the group is ready, the Leader will begin playing the appropriate record and the group will repeat right after the Portuguese speaker during the silences in the record. The phonograph records can be used with profit even in cases in which a Guide is available. They can be heard between meetings of the group, whenever it is convenient for you; they furnish additional practice in hearing Portuguese; you may listen only to those portions which you have found difficult; and the records may be played as often as you wish. In case the speaker on the record has a Portuguese pronunciation different from that of your Guide, use the records only for listening and understanding and not for imitating.

Whether you are working with a Guide or only with the phonograph records, you must repeat each Portuguese word and phrase in a loud, clear voice, trying at all times to imitate the pronunciation as closely as you can. Keep constantly in mind the meaning of the Portuguese you are about to hear. When you are hearing the Portuguese, keep your eyes on the Aids to Listening. This will help you catch on to the pronunciation. But whenever the written form seems to you to differ from the spoken sound, follow the spoken sound always.

Learning to understand and pronounce a language is not really hard. Every one of us learned to do this as a child, and all over the world children learn to speak all kinds of languages without any trouble. The difficulty that an adult faces in learning a foreign language, as you are now learning Portuguese, is that the adult already has a set of habits for pronouncing his own language and this makes it harder for him to learn new ones than for a child who is starting from scratch. That is why it is so important that you should not be afraid of mimicking even when what you hear may sound strange to you. Don't be afraid to let yourself go. You will never learn to speak a language if you don't plunge right in as soon as you can. Never mind if you do make mistakes at first. You will in any case. But the important thing is for you to try to say the words and phrases. Imitate your Guide with the same spirit and

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enthusiasm that you use in mimicking a person whose speech sounds peculiar to you. You will find that if you do this, your Guide will not think you are making fun of him; instead he will probably smile because what you have said sounds to him like Portuguese.

In the first five units do not attempt under any circumstances to pronounce the Portuguese before you have heard it. You will only make trouble for yourself if you try to guess the pronunciation by "reading" the Aids to Listening. Always wait until the Guide or phonograph record is ready before you begin your first work with the words and phrases.

If you are working with a Guide who doesn't understand English, use the hand signals described in the Introduction to let him know when you want him to begin, to stop, to read more slowly, or to repeat.

The procedure to be followed is to listen to and then repeat the words and phrases with your book open. Listen and imitate carefully and always try to keep in mind the meaning of the Portuguese you are hearing and pronouncing. Remember that each phrase you say has a real meaning in Portuguese and hence you should always act as though you were really saying something to someone else. You will learn fastest if, when your book is open, you follow these steps:

1. Keep your eyes on the Aids to Listening as you listen carefully to the Portuguese being spoken.
2. Repeat immediately what you have heard, imitating as closely as you can and saying it loudly and clearly.
3. Keep in mind the meaning of what you are saying, remembering that it conveys a real meaning, and look at the English Equivalents whenever you need to remind yourself of the meaning.

Begin the words and phrases as soon as your Guide is ready or when the Leader of your group is ready to play the first phonograph record.

To the Group Leader: Give the members of the group a chance to ask questions about the instructions. Make sure that everyone understands just what he is to do. Then have the students go through the list of Useful Words and Phrases once with books open, repeating in unison after the Guide. Following this first practice, read with the group the Comment on Aids to Listening on page 7. Make sure that everyone understands it.

Now go through the list a second time, just as you did before. And finally, go through it a third time, but let the students take turns repeating individually after the Guide — a sentence to a student. Indicate the order in which the repetitions are to go, who is first, who next, and so on. Never let a student say a phrase unless the Guide has said it immediately before him. Continue this individual repetition as long as the

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50-minute period permits. Then, just before dismissing the group, read with them the paragraph headed Check Yourself on page 7.

Here are some hints that will help make the work of the group more effective:

1. Insist that everyone speak up. Don't allow any mumbling! Each member of the group must be able to hear what is being said at all times.
2. Indicate to the Guide that he is to repeat whenever he hears a bad pronunciation, and is to keep on repeating until he hears a pronunciation that sounds like Portuguese.
3. Urge everyone to mimic to the limit every sound, every inflection, even the mannerisms of the Guide.
4. Keep the work moving. Don't let it drag at any time. See that everyone is listening, not only to the Guide, but to himself and to the others as they repeat after the Guide.
5. Go through all the work yourself. Repeat with the others and take your turn at the individual repetitions. Remember that you are a student, too. Speak right up with the rest.

1. Useful Words and Phrases (*35 minutes*)

Here is a list of useful words and phrases you will need in Portuguese. *You should learn these by heart.*

Greetings and General Phrases (*Phonograph Record I*, 1)

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Good morning.	bõž‿DI-as.
Good afternoon.	bo-as‿TAR-dis.
how	KO-mu
do you go	VAI
How do you do?	KO-mu‿VAI?
very well	MŨI-tu‿BÊ
thanks	o-bri-GA-du [1]
Very well, thanks.	MŨI-tu‿BÊ, o-bri-GA-du.

[1] The form *o-bri-GA-du* is used by a man; a woman would say *o-bri-GA-da*. If someone offers you something and you say *o-bri-GA-du* alone, you may be understood to mean "No, thanks." If you want to accept, say *o-SEI-tu*, "I accept."

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ENGLISH EQUIVALENTS	AIDS TO LISTENING
and	i
you (*speaking to a man*)	u_si-NHOR
you (*speaking to a woman*)	a_si-NHÓ-ra
and you (*m.*)?	i_u_si-NHOR?
and you (*f.*)?	i_a_si-NHÓ-ra?
the gentleman *or* sir	u_si-NHOR
Mr. Silva	u_si-NHOR_SIL-va
the lady *or* madam	a_si-NHÓ-ra
Mrs. Maria Silva	a_si-NHÓ-ra_SIL-va DO-na_ma-RI-a
The young lady *or* miss	a_si-nho-RI-ta
Excuse me.	dis-KUL-pi.
You're welcome *or* It's nothing.	di_NA-da.
Yes	SĬ
No *or* not	NĂU
Yes, sir.	SĬ_si-NHOR.
No, madam.	NĂU_si-NHÓ-ra.
Do you understand?	kō-pre-Ē-di?
I understand.	kō-pre-Ē-du.
Yes, I do understand.	SĬ, kō-pre-Ē-du.
I don't understand.	NĂU_kō-pre-Ē-du.
please	FA-sa_u_fa-VOR_di
speak	fa-LAR
slowly	di-va-GAR
Please speak slowly.	FA-sa_u_fa-VOR di_fa-LAR_di-va-GAR.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING
where	Ŏ-di
there is	A
a restaurant	ŭ_rres-tau-RĂ-ti
Where is there a restaurant?	Ŏ-di_A_ŭ_rres-tau-RĂ-ti?

(*Phonograph Record I*, 2)

where is it	Ŏ-di_es-TA
the restaurant	u_rres-tau-RĂ-ti
Where is the restaurant?	Ŏ-di_es-TA_u_rres-tau-RĂ-ti?
a hotel	ŭ_o-TÊL
Where is there a hotel?	Ŏ-di_A_ŭ_o-TÊL?
the hotel	u_o-TÊL
Where is the hotel?	Ŏ-di_es-TA_u_o-TÊL?
the railroad station	a_es-ta-SĂU
Where is the railroad station?	Ŏ-di_es-TA_a_es-ta-SĂU?
the toilet	a_pri-VA-da
Where is the toilet?	Ŏ-di_es-TA_a_pri-VA-da?

Directions

to the right	A_di-REI-ta
It's to the right.	es-TA_A_di-REI-ta.
There's one to the right.	A_Ŭ_A_di-REI-ta.
to the left	A_es-KER-da
It's to the left.	es-TA_A_es-KER-da.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING
there	a-LI
It's ahead there.	es-TA‿a-LI‿a-DIÃ-ti.
here	a-KI
Here it is.	a-KI‿es-TA.

After you have gone through the Useful Words and Phrases once, read the following:

2. Comment on the Aids to Listening (*10 minutes*)

In the Aids to Listening, the syllables which you are to speak with more emphasis are written in CAPITAL LETTERS. A hyphen (-) shows the separation of words into syllables. The curved line (‿) connecting words shows the groups of words or phrases which are spoken without any pause between them. When spoken at an ordinary rate of speed, such a group of words will sound to you as though it were a single word. A wavy line (~) means that the vowel over which it is placed is pronounced through the nose.

Now go through the Useful Words and Phrases again with your book open, following the same procedure as before. Repeat each word and phrase in a loud voice immediately after hearing it. Let yourself go and say the phrases right out.

Go through the Useful Words and Phrases once more with your book open, but this time take turns letting each member of your group repeat individually until everybody has taken part. Remember that this is your first solo performance, so keep on the alert. If the Guide asks you to repeat, do so with enthusiasm and try to mimic him as best you can until he is satisfied with your pronunciation. When you have satisfied him, you can be sure that you are speaking understandable Portuguese. Continue this individual repetition as long as time permits. If you are using only the phonograph records, your Leader will see to it that you repeat and that everyone gets the most out of this individual performance.

3. Check Yourself (*5 minutes*)

Did you go through the Useful Words and Phrases at least twice in unison and at least once more individually?

Did you repeat each word and phrase in a loud, clear voice immediately after hearing it?

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Did you follow the pronunciation you heard, even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Portuguese?

If you have failed at any point to carry out the instructions, go over the Useful Words and Phrases once again as soon as you can, being careful to follow every step in the procedure outlined.

Section B — Useful Words and Phrases (*Cont.*)

Here are other useful words and phrases which you will want to use immediately if you are in a country in which the people speak Portuguese. These are being given to you as a "language first aid." *Learn them by heart.*

In working with this material, follow the same procedure that you used with the Useful Words and Phrases in Section A. After you have gone through the list once, repeating in unison, read the Hints on Pronunciation which follow. Then go through the list a second and a third time, as in Section A.

1. Useful Words and Phrases (*Cont.*) (*30 minutes*)

Designation (*Phonograph Record I*, 2)

ENGLISH EQUIVALENTS	AIDS TO LISTENING
what is it	ke_É
this	IS-tu
What's this?	ke_É_IS-tu?
how do you say	KO-mu_se_DIS
in Portuguese	É_por-tu-GES
How do you say this in Portuguese?	KO-mu_se_di-Z_IS-tu_ē_por-tu-GES?
what	ke_É_ke
you want	u_si-NHOR_KÉR
What do you want?	ke_É_ke_u_si-NHOR_KÉR?

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ENGLISH EQUIVALENTS	AIDS TO LISTENING
I want	KÉ-ru
a cigarette	ũ_si-GA-rru
cigarettes	si-GA-rrus
I want cigarettes.	KÉ-ru_si-GA-rrus.
Here they are.	a-KI_es-TÃU.
matches	FÓS-fo-rus
a match	ũ_FÓS-fo-ru
I want a match.	KÉ-ru_ũ_FÓS-fo-ru.

(Phonograph Record I, 3)

I would like	gos-ta-RI-a_di
to eat	ko-MER
I'd like to eat.	gos-ta-RI-a_di_ko-MER.
I accept *or* I'll have some.	a-SEI-tu.

Foods

bread	PÃU
water	A-gua
meat	KAR-ni
potatoes	ba-TA-tas
coffee	ka-FÉ
milk	LEI-ti
beer	ser-VE-zha
Do you want coffee?	u_si-NHOR_kér_ka-FÉ?
No, sir.	NÃU_si-NHOR.
I want milk.	KÉ-ru_LEI-ti.
Here it is.	a-KI_es-TA.

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Price

ENGLISH EQUIVALENTS	AIDS TO LISTENING
How much is it?	KUÃ-tu_Ê?
How much is this?	KUÃ-tu_Ê_IS-tu?
It's one cruzeiro.[1]	Ê_Ũ_kru-ZEI-ru.

Time

What time is it?	ke_Ó-ras_SÃU?
It's two o'clock.	SÃU_DU-a-Z_Ó-ras.
It's ten o'clock.	SÃU_DÊ-Z_Ó-ras.
It's two ten.	SÃU_DU-a-z_i_DÊS.
It's one o'clock.	Ê_U-ma_Ó-ra.
It's time to eat.	Ê_Ó-ra_di_ko-MER.
at what time	a_ke_Ó-ra
it starts	ko-MÊ-sa
the movie(s)	u_si-NE-ma
What time does the movie start?	a_ke_Ó-ra ko-MÊ-sa_u_si-NE-ma?
the train	u_TRÊ
it leaves	SAI
What time does the train leave?	a_ke_Ó-ra SAI_u_TRÊ?

[1] The Brazilian unit of currency is the *kru-ZEI-ru* (formerly called *mil-RRÊIS*), worth about five cents.

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Numbers

one	Ũ, U-ma	eight	OI-tu
two	DOIS, DU-as	nine	NÓ-vi
three	TRES	ten	DÊS
four	KUA-tru		
five	SĨ-ku	Two and two are four.	DOIS i DOIS sãu KUA-tru.
six	SEIS	Four and five are nine.	KUA-tru i SĨ-ku sãu NÓ-vi.
seven	SÊ-ti	Good-bye.	a-TÊ LÓ-gu.

2. Hints on Pronunciation (*15 minutes*)

To the Group Leader: Read over with the group the following Hints on Pronunciation. Let different members of the group illustrate the proper vowel sounds by reading the Portuguese examples of vowels and vowel groups. Take time to discuss these hints and make sure that everyone understands them.

THE PRONUNCIATION of Portuguese does not involve any great difficulties. This, of course, does not mean that you can use English sounds in Portuguese words and expect to be understood. But you will find that many of the sounds are sufficiently similar to your own so that you will have practically no difficulty with them. However, there are a few Portuguese sounds that are different from anything in English. For that reason it is necessary for you to listen carefully and try hard to imitate your Guide. If you do this and follow the Hints on Pronunciation which will be given to you from time to time, you will be able to pronounce Portuguese so that you can be readily understood.

The written form of the words serves as an aid to your listening and helps you recall the pronunciation as you have heard it from your Guide. We have therefore tried to make the writing in Part One of this manual correspond as nearly as possible to the sound of the language. In Part Two you will learn to read the ordinary Portuguese writing.

We are used to English writing where each vowel letter can stand for several different sounds. We have represented the vowel sounds of Portuguese in the table which follows on page 12, always using each letter in the same value.

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Letter	*Stands for a Sound*	*Examples*	*English Equivalents*
a	like that of *ah* or *a* in *art.*	ba-TA-ta	potato
e	somewhat like that of *e* in *they.* (As you listen to your Guide, notice that this sound is not the *ey* in *they;* it is more nearly the *e* alone.)	es-TA	it is
é	like that of *e* in *let.*	ka-FÉ	coffee
i	like that of *i* in *machine.*[1]	a-KI	here
o	somewhat like that of *o* in *low.* (As you listen to your Guide, notice that this sound is not the *ow* in *low;* it is more nearly the *o* alone.)	ko-MER	to eat
ó	like that of *o* in *cloth.*	Ó-ra	hour
u	like that of *u* in *Peru.*[1]	DU-as	two

Warning: Don't pronounce **u** like the English *u* in *use.* The sound is not like *you,* but like *oo.*

While a group of vowel letters in English spelling generally has a value quite different from the sound of the letters taken separately, a group of vowel letters in Portuguese has the value of the individual vowel sounds spoken one after the other quickly. For example, to pronounce *ei* in *LEI-ti* you pronounce *ey* as in *they,* running the two Portuguese sounds **e** and **i** together. Similarly, *ai* and *VAI* is a running together of Portuguese **a** and **i,** giving a sound similar to that of English *i* in *bite: au* in *rres-tau-RÃ-ti* sounds like English *now,* etc.

Note that if a Portuguese word *ends* with a vowel sound and the next word *begins* with a vowel sound, the two vowel sounds run together. Similarly, if a word ends with a consonant sound and the next word begins with a vowel sound, the consonant is pronounced as though it were part of the following word:

u_o-TÉ-l_es-TA_A_es-KER-da. The hotel is to the left.
AS_TRE-z_Ó-ras. At three o'clock.

Most of the consonant letters in both the simplified spelling and in Portuguese writing are pronounced pretty much as they are in English. But there are certain combinations of letters which represent sounds different from the English:

Letter	*Stands for a Sound*	*Examples*	*English Equivalents*
nh	about like that of *ny* in *canyon,* but run together into a single sound	si-NHÓ-ra	lady
lh	about like that of *lli* in *million,* but run together into a single sound	FI-lhu	son
rr	like that of a heavy rolled *r* sound	si-GA-rru rres-tau-RÃ-ti	cigarette restaurant

[1] Often words which we have represented in our transcription with *i* and *u* such as *u_si-NHOR,* "the gentleman," "you," are pronounced with *e* or *o* (*o se-NHOR*) in overly careful speech, merely because ordinary Portuguese writing uses the letters *e* and *o* in such words.

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Before you leave this section, be sure that you know how to pronounce the basic vowels in Portuguese. If you are in doubt about any of them, ask for help.

3. Check Yourself (*5 minutes*)

Did you go through the Useful Words and Phrases at least twice in unison and at least once more individually?

Did you apply what you learned about the vowel and consonant sounds in Hints on Pronunciation?

Did you follow the pronunciation you heard, even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Portuguese?

If you have failed at any point to carry out the instructions, go over the Useful Words and Phrases once again as soon as you can, being careful to follow every step in the procedure outlined.

Section C — Review of Useful Words and Phrases

If your group has time for outside assignments, sections marked Individual Study may be done between meetings of the group. Otherwise use them as independent study during a group meeting.

1. Covering the English (*25 minutes*)

Individual Study: Go back to the Useful Words and Phrases in Sections A and B. Cover up the English. Read the Portuguese aloud. Keep your voice down if you are working with the rest of the group. Follow your Guide's pronunciation as nearly as you can remember, and test yourself to see if you can recall the meaning of each word and phrase. Check the expressions you are not sure about, and after you have gone through the whole list, uncover the English and find their meaning. Repeat this procedure at least three times or until you are satisfied that you know every expression.

2. Review of Useful Words and Phrases (*25 minutes*)

To the Group Leader: Read again for your information the numbered suggestions just preceding Useful Words and Phrases on page 4. Your Guide has been directed in his manual to pay particular attention to the correct pronunciation of vowels. He may ask members of the group to repeat words or phrases a good many times in an effort to

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get a pronunciation that is more nearly correct. See that they listen closely, that they repeat promptly and loud enough so that everyone can hear them, and that they imitate the Guide to the last detail.

Go through the Useful Words and Phrases in Sections A and B twice. The first time have the members of the group repeat individually after the Guide with books open. The second time, have them close their books. The Guide will give each Portuguese expression twice as before. Let the students take turns giving the English equivalents the first time they hear the Guide speak the Portuguese and repeating the Portuguese as usual the second time. This will help them to check on the meaning of all Portuguese expressions in Useful Words and Phrases.

Go BACK to the Useful Words and Phrases in Sections A and B. The first time you go through the list, take turns repeating the Portuguese after the Guide. Keep your book open, and get all the help you can from the Aids to Listening. Pay particular attention to what you have learned about the pronunciation of the vowels. Make every effort to satisfy your Guide with your pronunciation.

The second time you go through the list, check up on the meaning of the Portuguese. Keep your books closed and take turns giving the English equivalents the first time you hear the Portuguese expression and repeating the Portuguese as usual the second time. If you have any trouble with the English, you should find time for more individual study of the Useful Words and Phrases, covering the English and checking up on the meaning when you read the Portuguese aloud.

SECTION D — LISTENING IN

To the Group Leader: The conversations which appear in this section will be read to the group by the Guide or played on the phonograph records. English equivalents are omitted from the Listening In material so that students can get practice in understanding spoken Portuguese which uses the vocabulary they know. Meaning, therefore, is to be emphasized.

The first time you go through the conversations have the Guide repeat a conversation, if necessary to help clear up the meaning, before you go on to the next conversation. If you have no Guide, lift the needle of the phonograph at the end of each conversation and let the students discuss the meaning of any sentences that are not understood.

Go through the conversations a second time without stopping. Pay about equal attention to pronunciation and meaning.

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Finally, assign parts and have the students read the conversations. Give everyone a chance. Suggest that the actors actually take the parts, stand up and move around, sit at a table in the restaurant, stand behind the counter in the store, etc. Keep it moving. Get everyone to speak up! Take a part yourself.

KEEP YOUR BOOK closed while the Guide reads the following conversation and repeat after him. If you have no Guide, you should use the phonograph records, repeating the Portuguese immediately after you hear it. At the end of each conversation take time out to check up on the meaning of what you have heard and said. Ask someone in the group to give you the English equivalent of any expression that you do not understand. If necessary, go back to the Useful Words and Phrases to find the meaning. Almost all the words and the expressions you have had in Useful Words and Phrases occur in the following conversations.

1. Listening In (*45 minutes*)

(*Phonograph Record I*, 4)

1. *John Jones, an American sailor, is in Brazil. He knows very few Portuguese words.*

Jones. — bõz DI-as!
u si-NHOR. — bõz DI-as.
Jones. — FA-sa u fa-VOR di dis-kul-PAR. Õ-di es-TA a es-ta-SÃU?
u si-NHOR. — a es-ta-SÃU es-TA A di-REI-ta.
Jones. — A di-REI-ta? MŨI-tu o-bri-GA-da.
u si-NHOR. — di NA-da.

(*At the station*)

Jones. — a ke Ó-ra sai u TRÊ?
u si-NHOR. — u TRÊ sai as SÍ-ku Ó-ras.
Jones. — NÃU kõ-pre-Ê-du.
u si-NHOR. — NÃU kõ-pre-Ê-di? Ũ, DOIS, TRES, KUA-tru, SÍ-ku.
Jones. — kõ-pre-Ê-du. gos-ta-RI-a di ko-MER. Õ-di A ũ rres-tau-RÃ-ti?
u si-NHOR. — a-KI é a es-ta-SÃU. u rres-tau-RÃ-ti es-TA a-LI a-DIÃ-ti.
Jones. — Õ-di es-TA a pri-VA-da?
u si-NHOR. — es-TA A es-KER-da.

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(*He stops José Silva* [*zhu-ZÊ_SIL-va*] *for more directions.*)

Jones. — bõz_DI-as.
Silva. — bo-as_TAR-dis.
Jones. — SĨ; Ê_U-ma_Ó-ra. bo-as_TAR-dis. Õ-di_A_ũ_rres-tau-RÃ-ti?
Silva. — u_rres-tau-RÃ-ti_es-TA_a-LI_a-DIÃ-ti.

(*Silva escorts him to the door.*)

Silva. — a-KI_es-TA_u_rres-tau-RÃ-ti.
Jones. — MŨI-tu_o-bri-GA-du. Ê_Ó-ra_di_ko-MER. u_si-NHOR_gos-ta-RI-a_di_ko-MER?
Silva. — NÃU, o-bri-GA-du.
Jones. — u_si-NHOR_gos-ta-RI-a di_u-ma_ser-VE-zha?
Silva. — a-SEI-tu, o-bri-GA-du.
Jones. — (*To waiter*) u_si-NHOR a-KI kér_ser-VE-zha.
Waiter. — MŨI-tu_BÊ. u_si-NHOR tã-BÊ kér_ser-VE-zha?

Jones. — FA-sa_u_fa-VOR di_fa-LAR_di-va-GAR.
Silva. — es-TA_a-LI_a-DIÃ-ti. kõ-pre-Ê-di?
Jones. — kõ-pre-Ê-du. o-bri-GA-du.

Jones. — NÃU_si-NHOR. KÊ-ru_ko-MER. KÊ-ru_KAR-ni, ba-TA-tas, LEI-ti . . . (*Points to bread*) KO-mu_si_di-Z_IS-tu_ẽ_por-tu-GES?
Waiter. — PÃU? u_si-NHOR_kér_PÃU?
Jones. — sĩ_si-NHOR, KÊ-ru_PÃU.
Waiter. — u_si-NHOR_nãu_kér_ka-FÊ?
Jones. — NÃU, o-bri-GA-du. KUÃ-tu_Ê?
Waiter. — sãu_DÊS_kru-ZEI-rus.

(*Jones goes to the cigarette counter. Points to the first pack in sight.*)

Jones. — KUÃ-tu_Ê?
a_si-nho-RI-ta. — SĨ-ku_kru-ZEI-rus.
Jones. — (*Pulls out a ten-cruzeiro note*) a-KI, si-nho-RI-ta.
a_si-nho-RI-ta. — SĨ-ku_i_SĨ-ku sãu_DÊS. o-bri-GA-da. kér_FÓS-fo-rus?

Jones. — o-bri-GA-du. a_ke_Ó-ra_ko-MÊ-sa_u_si-NE-ma?
a_si-nho-RI-ta. — ko-MÊ-sa_az_DU-a-Z_Ó-ras.
Jones. — o-bri-GA-du, si-nho-RI-ta.
a_si-nho-RI-ta. — di_NA-da. a-TÊ_LÓ-gu.

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2. Check Yourself (*5 minutes*)

Is there any expression in any of these conversations that you do not understand now? If there is, find the meaning of it or ask other members of your group before you proceed. If no one knows, refer to the Useful Words and Phrases.

Go through the conversations once more, following the same plan as before. Imitate carefully and be sure to keep in mind the English equivalent of everything you are saying in Portuguese.

Finally, go through the conversations again but this time take turns. The Leader will assign parts and the exercise is to continue at least until everyone has had a chance to speak one of the parts. Keep this going as long as you have time. Remember that this is another solo performance and that you are to get the most out of it. When your turn comes, speak clearly and with enthusiasm. Put yourself in the situation and let yourself go. If the Guide asks you to repeat, do so until he is satisfied with your pronunciation.

Section E — Conversation

1. Covering the Portuguese (*15 minutes*)

Individual Study: Go back to the Useful Words and Phrases in Sections A and B. Cover up the Portuguese. Read the English silently and test yourself to see if you can speak the Portuguese for each word and phrase. Check the expressions you are uncertain about, and after you have gone through the whole list, uncover the Portuguese and review them. Go through the list once more and continue for at least three times or until you can give the Portuguese readily for all the expressions. To make sure of this, pick out expressions at random and see if you can speak the Portuguese quickly. Speak the Portuguese aloud and try to imitate your Guide's pronunciation as well as you can remember it.

2. Vocabulary Check-up (*15 minutes*)

To the Group Leader: Go to the Useful Words and Phrases in Sections A and B. Read to the group the English equivalents of the Portuguese expressions. Call on different students (not in any fixed order) asking for the correct Portuguese for the English.

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For instance, say to A: "KO-mu‿se‿DIS‿ẽ‿por-tu-GES *Where is there a restaurant?*" The students are to respond with their books closed. The Guide will indicate by a negative sign whenever he hears a Portuguese expression that is wrong; or, if there is no Guide, the other members of the group will indicate by signs that they do not agree. Immediately ask someone else to give the expression correctly. Any group member who has difficulty in giving the correct Portuguese should be told to review the Useful Words and Phrases thoroughly before the next meeting of the group. Do not spend any time talking about the *Why* of the Portuguese; stick to the *How*.

There are two precautions which the Leader must observe in all exercises of this sort and in the conversation practice throughout the course. Be sure that everyone understands them. They are as follows:

1. Every Portuguese expression must be given smoothly and completely before the student's performance can be considered satisfactory. If there is an error in the first attempt, ask the student to give the expression over again in complete form. If he fumbles too badly, turn to someone else.
2. Everyone must speak loud enough so that all can hear. Every student should be encouraged to call out "Louder, please!" if he can't hear. Check on this occasionally by pointing to a student who is listening to someone else's Portuguese, and asking, "What did he say?"

If you do not observe these precautions, much time and effort may be wasted in group meetings.

IN THIS SECTION you are going to have your first chance to engage in conversation in Portuguese. This, of course, is the most useful part of the entire unit, and the part you should do with the greatest amount of pep and realism. Do it half-heartedly and you lose most of the value of the unit. Do it earnestly and enthusiastically and you will find that you can really say a great number of things in Portuguese fluently and correctly. Read the instructions carefully, get everything you are to do straight in your mind, and then plunge in.

In order to fix in your mind the expressions you will need in the conversation, check yourself on your ability to speak the Portuguese you have learned. By now you should not have to grope for it. The Leader of the group will ask you to supply in turn the Portuguese expressions for the English equivalents which he reads from the Useful Words and Phrases. If you have done a thorough job of recalling the Portuguese when you are looking only at the English equivalents, as suggested in Section E, you will have no difficulty in responding promptly and smoothly when you hear the English. Your Guide will let you know if your Portuguese expressions are not correct. If you have no Guide, the members of the group should be ready to correct faulty expressions.

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3. Conversation (*20 minutes*)

To the Group Leader: Read the following directions with the group. Encourage the students to strike out for themselves. Spend all the time you can on free conversation practice in an effort to get to the point where students can speak easily and smoothly with a minimum of *um's* and *er's*.

THE LEADER will assign parts and will ask you to take turns in pairs, carrying on the following conversations. The two persons who are talking together should stand up and act out their parts, speaking as smoothly and naturally as possible. Make it real and get some fun out of it. The Guide will help you if your Portuguese is wrong or if your pronunciation is bad. The Leader will prompt you if you are not sure what comes next in your part.

Getting Directions

A approaches a stranger, B, and asks him for information.

(1) A apologizes for speaking to B and asks him where there is (*a*) a restaurant, (*b*) a railroad station, or (*c*) a hotel.
(2) B gives A directions (*a*) to the right, (*b*) to the left, or (*c*) straight ahead.
(3) A apologizes again, explains that he does not understand, and asks B if he will please speak slowly.
(4) B repeats slowly and clearly and asks A if he understands.
(5) A says that he does understand and thanks B.
(6) B says that A is welcome.
(7) A again thanks B and says good-bye.
(8) B says good-bye.

At a Restaurant

C sits down at a table in a restaurant and is waited on by D.

(1) D says (*a*) good morning or (*b*) good afternoon to C and asks how C is.
(2) C says he is well, thanks, and asks after D's health.
(3) D is also well and asks what C would like.
(4) C orders a meal — meat, potatoes, bread, beer, water, milk, coffee — whatever he would like.
(5) After eating, C asks how much it is.
(6) D tells C that it is ten *kru-ZEI-rus*.

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(7) C pays, saying, "Here it is."
(8) D thanks C.
(9) C says good-bye to D.
(10) D says good-bye to C.

If it is so desired, particularly when the group is too large to give everybody a chance to participate in the conversation, the exercise may be continued for longer than the time indicated above. It is also a good practice to give people who are having difficulties a second trial.

Section F — Conversation (*Cont.*)

To the Group Leader: You can tell from the work that you did on conversation in Section E, whether or not the group needs to spend more time in preparing for successful conversation. If necessary, spend the first part of this section in individual study, having members of the group say the Portuguese of the Useful Words and Phrases when they have the English expressions covered. Check up on their vocabulary as in Section E. Then continue the work with conversation which you started in Section E.

In this section you are to continue taking part in conversation. If the work didn't go well in Section E, take time to go through the Useful Words and Phrases again with the English covered and to give the Portuguese of the English expressions as your Leader asks for it.

Put everything you can into the conversations. Act your part; don't hesitate to talk for fear of making a mistake. You'll make plenty of mistakes at first, but the important thing is to practice talking. You can't correct an error until you have made it.

Try out your Portuguese whenever you get a chance. Don't wait for meetings of the group to practice what you have learned. Pair off between meetings and see what you can do with Portuguese greetings and conversation. When you are alone, run over the list of Portuguese expressions you know. Review them in your mind. Try saying them. See how much you can improve your pronunciation and control of the language in whatever time you can find between meetings of the group. Make this a regular practice throughout the course.

FINDER LIST

a	the	A͡di-REI-ta	to the right	A-gua	water
A	there is; is there?	A͡es-KER-da	to the left	a-KI	here

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a-LI	there
a-LI_a-DIÃ-ti	ahead there
a-SEI-tu	I accept
a-TÉ_LÓ-gu	good-bye
ba-TA-tas	potatoes
BÊ	well
bo-as_TAR-dis	good afternoon
BÕZ_DI-as	good morning
DÉS, DÉZ	ten
di_NA-da	you're welcome; it's nothing
dis-KUL-pi	excuse me
di-va-GAR	slowly
DOIS	two
DO-na	Mrs. *or* Miss (*before a lady's first name*)
DU-as	two
é	it is
ẽ	in
es-TA	it is
es-ta-SÃU	station
es-TÃU	they are
fa-LAR	to speak
FA-sa_u_fa-VOR_di	please
FÓS-fo-rus	matches

gos-ta-RI-a_di	I would like
i	and
IS-tu	this
ka-FÊ	coffee
KAR-ni	meat
ke_É?	what is it?
ke_É_ke?	what?
KÊR	he wants, you want
KÊ-ru	I want
ko-MER	to eat
ko-MÊ-sa	it begins
KO-mu	how, like, as
KO-mu_VAI?	how do you do?
KO-mu_se_DIS?	how do you say?
kõ-pre-Ẽ-di	you understand, he understands
kõ-pre-Ẽ-du	I understand
kru-ZEI-ru	*unit of Brazilian money*
KUA-tru	four
KUÃ-tu?	how much?
KUÃ-tus?	how many?
LEI-ti	milk
ma-RI-a	Mary
MŨI-tu	much, very

NÃU	no, not
NÓ-vi	nine
o-bri-GA-da	thanks (*a lady says*)
o-bri-GA-du	thanks (*a man says*)
Õ-di?	where?
OI-tu	eight
Ó-ra	hour
ke_Ó-ras_SÃU?	what time is it?
É_U-ma_Ó-ra	it is one o'clock.
SÃU_DU-a-Z_Ó-ras	it is two o'clock.
É_Ó-ra_di_ko-MER	it is time to eat.
a_ke_Ó-ra?	at what time?
o-TÉL	hotel
PÃU	bread
por-tu-GES	Portuguese
pri-VA-da	toilet
rres-tau-RÃ-ti	restaurant
SAI	it leaves
SÃU	they are
SEIS	six
ser-VE-zha	beer
SÊ-ti	seven
SĨ	yes
si-GA-rru	cigarette
SĨ-ku	five
si-NE-ma	movie(s)

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si-NHOR	sir; gentleman	si-nho-RI-ta	young lady	u	the
u‿si-NHOR	you (*speaking to a man*)	a‿si-nho-RI-ta	you (*speaking to a young lady*)	ũ	a, one
				U-ma	one
si-NHÓ-ra	ma'am; lady				
a‿si-NHÓ-ra	you (*speaking to a lady*)	TRÊ	train	VAI	he goes; you go
		TRES	three	KO-mu‿VAI?	how do you do?

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UNIT 2

MEETING PEOPLE

Section A — Basic Sentences

To the Group Leader: Adopt the following procedure as standard practice in conducting this course:

1. Before each meeting of the group, be sure to read carefully and get clearly in mind the instructions covering those sections of a unit which you expect to take up in the group meeting.
2. Before each group meeting, see that the Guide is available with the *Instruções para o Guia* or that the phonograph and records are ready.
3. Have the members of the group read together the instructions that precede each piece of work they are to do before they try to do the work. Let one member of the group read these instructions aloud while the others follow the reading in their books.
4. Take time, following the reading of all instructions, to make sure that everyone understands exactly what he is to do.

In Section A of Unit 2 follow the same procedure as that outlined for Useful Words and Phrases of Section A in Unit 1. Go through the Basic Sentences once with everyone repeating in unison after the Guide or phonograph record. Then take up the Hints on Pronunciation which follow. Come back to the Basic Sentences and go through them once more, with repetitions in unison after the Guide. Pay particular attention to those items of pronunciation you have been working on. Finally, go through the Basic Sentences a third time with solo repetition. The Guide will call for as many repetitions as may be necessary to get a pronunciation that sounds to him like Portuguese.

Make everyone speak up. Keep the work moving right along.

Begin this section by listening, in the manner already outlined in Section A of the preceding unit, to the Basic Sentences which follow. Be sure to keep in mind the meaning of the Portuguese by reading silently the English equivalents. As you listen to the Portuguese, keep your eye on the Aids to Listening. This will help you imitate

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accurately the pronunciation you are hearing. Repeat each word and phrase loudly and clearly right after you hear it. As you pronounce the Portuguese, do so as though you really meant what you are saying. Do not forget that these words and phrases convey a real meaning and it is up to you to say them as though you were actually using them. Go through the sentences in unison and with your book open.

The Basic Sentences are set up as conversations so that you may hear and speak the Portuguese as you would hear and speak it if you were talking with Brazilian people. Although numerous characters are introduced in these Basic Sentences, it is not important for you to try to keep in mind just who they are or their relationship to one another. You are concerned rather with *what* they say and *how* they say it.

1. Basic Sentences (*30 minutes*)

(*Phonograph Record II*, 1)

John Jones, an American sailor, strolls by a sidewalk café where Silva and his family are sitting. Silva recognizes him and waves.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Silva.	Hello, there!	o-LA!
Jones.	Oh, good afternoon!	A! bo-as‿TAR-dis!
Silva.	this is	ES-ti‿É
	my friend	meu‿a-MI-gu
	This is my friend, Mr. ——.	ES-ti‿É meu‿a-MI-gu, si-NHOR ——.
Jones.	I call myself	eu‿mi‿SHA-mu
	John Jones	ZHUÃU‿ZHO-nis
	My name is John Jones.	eu‿mi‿SHA-mu ZHUÃU‿ZHO-nis.
Silva.	Mary, my friend John Jones.	ma-RI-a, meu‿a-MI-gu ZHUÃU‿ZHO-nis.
Maria.	much pleasure	MŨI-tu‿pra-ZER
	Very glad to know you, Mr. Jones.	MŨI-tu‿pra-ZER, si-nhor‿ZHO-nis.

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	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Silva.	I am	EU_SO
	Joseph Silva	zhu-ZÉ_SIL-va
	I'm Joseph Silva.	EU_SO zhu-ZÉ_SIL-va.
	this (lady) is	ÉS-ta_É
	my lady	MI-nha_si-NHÓ-ra
	This is my wife, Mary Silva.	ÉS-ta_É_mi-nha_si-NHÓ-ra ma-RI-a_SIL-va.
	my daughter	MI-nha_FI-lha
	Nair	na-IR
	This is my daughter, Nair.	ÉS-ta_É_mi-nha_FI-lha na-IR.
	And this is (*lit.*, these are) Robert and Gloria.	i_ES-tis_SÃU rro-BÉR-tu_i_GLÓ-ria.
Jones.	Very glad to know you, Mr. Silva, Mrs. Silva, and Miss Nair.	MŨI-tu_pra-ZER, si-NHOR_SIL-va, DO-na_ma-RI-a, i_si-nho-RI-ta_na-IR.
	How are you, Robert and Miss Gloria?	KO-mu_VAI rro-BÉR-tu i_si-nho-RI-ta_GLÓ-ria?
Maria.	the pleasure	u_pra-ZER
	is ours	É_NÓ-su
	The pleasure is ours.	u_pra-ZE-r_é_NÓ-su.
Silva.	you accept	u_si-NHO-r_a-SEI-ta
	a small coffee	ũ_ka-fé-ZI-nhu
	Will you have a small cup of coffee?	u_si-NHO-r_a-SEI-ta_ũ_ka-fé-ZI-nhu?
	a beer	u-ma_ser-VE-zha
	Do you want a glass of beer?	KÉ-r_u-ma_ser-VE-zha?
Jones.	I'll have a small cup of coffee, thanks.	a-SEI-tu_ũ_ka-fé-ZI-nhu, o-bri-GA-du.

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(*Phonograph Record II*, 2)

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Maria. you are	u_si-NHO-r_É
married	ka-ZA-du
Are you married?	u_si-NHO-r_é_ka-ZA-du?
Jones. Yes, madam.	SĪ_si-NHÓ-ra.
Maria. you have	u_si-NHOR_TĒ
children	FI-lhus
Have you children?	u_si-NHOR_TĒ_FI-lhus?
Jones. also	tã-BĒ
I have	TE-nhu
Yes, I have children too, madam.	tã-BĒ TE-nhu_FI-lhus, sĭ_si-NHÓ-ra.
a son	ũ_FI-lhu
a daughter	u-ma_FI-lha
I have two children; a son and a daughter.	TE-nhu_DOIS_FI-lhus; ũ_FI-lhu_i_u-ma_FI-lha.

(*John Jones shows snapshots.*)

Maria. these are	ES-tis_SÃU
your children	seus_FI-lhus
These are your children?	ES-tis_SÃU_seus_FI-lhus?
already	zha
young man	MO-su
Your son is already a young man!	seu_FI-lhu_zha_é_MO-su!
Jones. my children	meus_FI-lhus
are called	si_SHA-mãu
My children's names are Johnny and Mary	meus_FI-lhus_si_SHA-mãu_zhuãu-ZI-uhu_i_ma-RI-a.

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	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Maria.	like me	KO-mu_EU
	Your daughter's name is Mary, like mine.	SU-a_FI-lha_si_SHA-ma_ma-RI-a, KO-mu_EU.
	this is the mother of the children	ÊS-ta_é_a_MÃI das_kri-Ã-sas
	Is this the mother of the children?	ÊS-ta_é_a_MÃI_das_kri-Ã-sas?
Jones.	Yes, it's my wife	SÍ, é_mi-nha_si-NHÓ-ra.
	You (people) have three children?	us_si-NHO-ris TÊ_TRES_FI-lhus?
Maria.	we have	TE-mus
	Yes, we have three children.	SÍ, TE-mus_TRES_FI-lhus.
	Nair is already a young lady.	na-IR_zha_é_MO-sa.
	Robert and Gloria are children.	rro-BÊR-tu_i_GLÓ-ria_sãu_kri-Ã-sas.

(*Phonograph Record II*, 3)

(*Another man comes up to the table.*)

Silva.	who is	KÊ_É
	this gentleman	ÊS-ti_si-NHOR
	Who is this gentleman?	KÊ_É_ÊS-ti_si-NHOR?
Jones.	good	BÕ
	It's my good friend, Peter Smith.	É_meu_BÕ_a-MI-gu, PE-dru_SMIT.
	I present	a-pre-ZÊ-tu
	May I present my friend, Peter Smith?	a-pre-ZÊ-tu_meu_a-MI-gu, PE-dru_SMIT.
	we are	SO-mus
	Peter and I are good friends.	PE-dru_i_EU SO-mus_BÕ-z_a-MI-gus.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING
he is not married	nãu_é_ka-ZA-du
My friend Peter is not married.	meu_a-MI-gu_PE-dru_nãu_é_ka-ZA-du.
he is not an engaged man	nãu_é_NOI-vu
He's not married and he's not engaged!	nãu_é_ka-ZA-du_i_nãu_é_NOI-vu!

2. Hints on Pronunciation (*15 minutes*)

To the Group Leader: The explanations preceding each Practice should be read by the group and discussed before the Practice is attempted. The practice for Hints on Pronunciation is in the Guide's Manual and on the phonograph records. Follow the same procedure in working with the practice material that you have followed with the Basic Sentences. Go through as many times as may be necessary to give each member of the group reasonable control of the item of pronunciation that is being taught. Have the group repeat after the Guide, first in unison, then individually.

You will find that the practice material is presented in sections on the phonograph record with a narrow space of clear record between each section. This arrangement will make it possible for you to play each section of practice as it is needed.

Vowels Through the Nose. In Unit 1, under Comment on the Aids to Listening we pointed out that the wavy line (~) over a vowel means that it should be pronounced through the nose. To make the sound which we spell ã in the Aids to Listening, you pronounce the sound of *uh* and at the same time you let your breath pass into your nose as well as out through your mouth. Be sure to make this ã a pure vowel sound, without any *n* or other consonant at the end. Practice saying these words along with the Guide or records.

(*Phonograph Record II*, 3)

PRACTICE 1

u_rres-tau-RÃ-ti	the restaurant
a-LI_a-DIÃ-ti	ahead there
a_kri-Ã-sa	the child
KUÃ-tu_É?	How much is it?

~? [Ã-A]

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To make the sound we spell **õ,** pronounce *o* as in *low* and at the same time send your breath into your nose. Practice the **õ** sound:

PRACTICE 2

BÕZ_DI-as.	Good morning.
Õ-di_es-TA?	Where is it?

In the same way, try the following words containing **ĩ** by pronouncing *i* as in *machine* through your nose:

PRACTICE 3

AS_SĨ-ku_Ó-ras	at five o'clock
SĨ_si-NHÕR.	Yes, sir.

Now pronounce the sound we spell **ẽ,** like the *e* in *they,* through your nose. Try the following words after the Guide. Notice that when **ẽ** comes at the end of a group of words or of a sentence, it takes on a little *ng* sound, as in English words ending in *–ing.*

PRACTICE 4

a-pre-ZẼ-tu	I present
kõ-pre-Ẽ-di? kõ-pre-Ẽ-du.	Do you understand? I understand.
u_si-NHOR_tã-BẼ_tẽ_FI-lhus.	You also have children.

Finally, pronounce Portuguese **ũ** through your nose:

PRACTICE 5

Ũ_i_Ũ, DOIS	One and one, two.
MŨI-tu! MŨI-tu!	Very much!

In the following sentences you will find many "through-the-nose" vowels. Practice them over and over, trying to pronounce them as the Guide or records do, until you get them right.

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PRACTICE 6

BÕZ_DI-as! KO-mu_VAI?	Good morning! How are you?
MŨI-tu_BÊ, o-bri-GA-du.	Very well, thank you.
Õ-di_es-TA_u_rres-tau-RÃ-ti?	Where is the restaurant?
A_Ũ a-LI_a-DIÃ-ti.	There is one ahead there.
MŨI-tu_pra-ZER.	Very glad (to know you).
u_si-NHOR_tẽ_ũ_FI-lhu, rro-BÊR-tu?	You have a son, Robert?
NÃU, E-li_si_SHA-ma_zhuãu-ZI-nhu.	No, his name is Johnny.
SÃU_SĨ-ku_Ó-ras?	Is it five o'clock?
SÃU, sĩ_si-NHOR.	It is, yes, sir.

If you are uncertain about any of the points of pronunciation which have been discussed, ask your Guide to repeat the words and phrases with which you are having trouble, and try to correct your pronunciation. Remember that the discussion and written examples are at best an imperfect representation of the sounds. They are only intended as an aid to you.

When you are satisfied that you can pronounce correctly all the sounds, go through the Basic Sentences once more, repeating in unison after the Guide. As you repeat after your Guide, keep your eyes on the Aids to Listening and note in particular the examples of the sounds discussed. Do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally, go through the Basic Sentences, again taking turns. Listen carefully to your Guide and make sure that your pronunciation satisfies him.

3. Check Yourself (*5 minutes*)

How did you get along with the pronunciation of the nasal vowel sounds? Practice them whenever you get a chance until they come easily and naturally.

Did you follow the pronunciation you heard, even if it seemed different from that shown in your book?

Are you keeping in mind the meaning of each word and phrase as you hear and speak the Portuguese?

Are you speaking in a voice that is loud and clear enough so that the Guide and other members of the group can hear you?

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Section B — Word Study and Review of Basic Sentences

1. Word Study (*20 minutes*)

If your group has time for outside assignments, do the Word Study between meetings of the group. Otherwise make it independent study in the group meeting.

In this section we take up some of the words and expressions you have just learned and examine them to see how the language is built. First read the words and expressions in each list and make sure that you understand the meaning of the Portuguese. Then read the comment which follows each list. This should make clear to you just how the words function and how they are put together. If there are any points that are not clear to you, make note of them and ask other members of the group about them. Follow the same procedure with each list and each comment.

COMMENT 1

Observe the Portuguese words for "the" in the following illustrations:

u_si-NHOR	the gentleman	a_si-NHÓ-ra	the lady
u_a-MI-gu	the friend (*man* or *boy*)	a_a-MI-ga	the friend (*woman* or *girl*)
u_MO-su	the young man	a_MO-sa	the young lady
u_NOI-vu	the fiancé (*engaged man*)	a_MÃI	the mother

As you can see, the little word **u** is used with words referring to human beings of the male sex, and **a** with words referring to human beings of the female sex. Both **u** and **a** correspond to the English word "the," which is called a definite article; but you needn't worry about the name now.

In general, words referring to male persons or animals are called masculine and take the word **u**; words referring to female persons or animals are called feminine and take the word **a**.

Now observe the following:

u_o-TÉL	the hotel	a_es-ta-SÃU	the station
u_si-NE-ma	the movies	a_ba-TA-ta	the potato
u_rres-tau-RÃ-ti	the restaurant		

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All Portuguese nouns, even though they refer to things that have no sex, are divided into masculine or feminine; that is, words that take **u** and words that take **a.** Observe the word for "the" in the following:

us_si-NHO-ris	the gentlemen
us_FI-lhus	the sons, children

as_si-NHÓ-ras	the ladies
as_FI-lhas	the daughters

All the words studied in the first groups referred to only one object; that is, they are in the singular. If we wish to refer to more than one object, we use the plural by adding *s*, as we do in English, with the difference that the words for "the," that is, **u** and **a,** must also be in the plural to match the nouns, as in the examples given above.

However, when **s** at the end of a word comes before a word beginning with a vowel or certain consonants (such as *m, b, d, r* in the examples below) it is pronounced more like a *z* and is so indicated in the transcription. You can notice it in the following:

az_ba-TA-tas	the potatoes
az_MÃIS	the mothers
uz_BÕ-z_a-MI-gus	the good friends
SÃU_DU-a-Z_Ó-ras.	It is two o'clock.
a-z_a-MI-ga-z_es-TÃU_a-KI.	The (women) friends are here.

COMMENT 2

***The Words* ũ *and* u-ma.** Observe the Portuguese words for "a," "an," and "one":

ũ_si-NHOR	a gentleman	one gentleman
ũ_o-TÉL	a hotel	one hotel

u-ma_si-NHÓ-ra	a lady	one lady
u-ma_es-ta-SÃU	a station	one station

As you see, the word for "a" or "an" is **ũ** before a masculine noun, and **u-ma** before a feminine noun. In addition, these words are equivalent also to the English number "one." This means that there are two words in Portuguese for the number "one": **ũ** to go before a masculine noun, **u-ma** to go before a feminine noun.

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a-KI_A_U-ma_si-NHÓ-ra.	There is one lady here.
A_ũ_si-NHOR_SIL-va a-KI.	There is a Mr. Silva here. (I don't know who he is or what he wants.)

How can you tell whether **ũ** and **u-ma** mean "a" or "one"? Often it all comes to the same thing, whether we say "a lady" or "one lady." If it is definitely the number one that we mean, however, we show it by stressing the word **ũ** or **u-ma.**

Note: Normally, nouns ending in the sound **u** are masculine and have **u** (*the*) before them; nouns ending in the sound **a** are feminine and have **a** (*the*) before them. You have already learned one exception to this rule, *u_si-NE-ma*, "the movies," but in the main it holds good. In the case of nouns that don't end in **u** or **a,** you will have to make a point of memorizing the word for "the," whether it is **u** or **a,** together with the noun.

COMMENT 3

***The Verbs* SER *and* TER.** Observe the forms of the verb *SER*, meaning "to be," in the following illustrations:

EU_SO_zhu-ZÊ_SIL-va.	I am José Silva.
u_si-NHO-r_é_ka-ZA-du?	Are you married?
Ê_meu_BÕ_a-MI-gu.	He is my good friend.
SO-mus BÕ-z_a-MI-gus.	We are good friends.
ES-tis_SÃU_seus_FI-lhus?	Are these your children?

Now observe the forms of *TER* meaning "to have":

TE-nhu_DOIS_FI-lhus.	I have two children.
u_si-NHOR_TÊ_FÓS-fo-rus.	You have matches.
TÊ_DOIS_FI-lhus.	He has two children.
ma-RI-a_TÊ_ũ_BÕ_NOI-vu.	Mary has a good fiancé.
us_si-NHO-ris_TÊ_FI-lhus?	Have you children?
TE-mus_TRES_FI-lhus.	We have three children.

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Note that the verb form for "you," "he," and "she" is always the same in Portuguese, as is also the verb form for "you" (*pl.*) and "they." In the case of the verb *TER*, "to have," only "I" and "we" have different forms, as those for "you," "he," "she," and "they" all sound the same. Some Brazilians give a little extra stress to the plural forms, but most people pronounce alike all of those we have represented as *TÊ*.

2. Covering English and Portuguese of Word Study (*10 minutes*)

Read aloud several times all the examples given you in the Word Study. Then cover the English and see if you know the meaning of every item. Repeat the operation until you are sure that you know every expression. As a final test, cover the Portuguese and see if you can speak out the Portuguese expressions by simply looking at the English. Test yourself thoroughly. Satisfy yourself that you know everything before passing on to the next section.

3. Review of Basic Sentences (*20 minutes*)

Review the first half of the Basic Sentences with your Guide or the phonograph record. Go through them as many times as you can, taking turns repeating the Portuguese individually. Try it with books closed and see how you get along without the help of the Aids to Listening. But *always* keep in mind the meaning of the Portuguese you are hearing and speaking. As you go through the Basic Sentences be on the lookout for examples of the points in Word Study you have just covered.

Section C — Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*) (*25 minutes*)

Review the second half of the Basic Sentences with your Guide or the phonograph record. For the detailed procedure to be followed read again the instructions given above for the review of the first half of Basic Sentences.

2. Covering the English of Basic Sentences (*15 minutes*)

Individual Study: Here is your chance to find out just how well you have learned the meaning of the Portuguese expressions you have had up to this point. Go back to the Basic Sentences in Section A and cover the English.

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Read the Portuguese aloud and see whether you can supply the English equivalents of the words and phrases. Mark those you are not sure about, and after reading the list through, uncover the English and look up their meaning. Cover the English again and repeat the procedure until you can go through the entire list, giving all the meanings without difficulty.

When you are satisfied that you can go through the Basic Sentences, giving the meaning for any expression you say in Portuguese, try the following exercise:

3. What Would You Say? (*10 minutes*)

For each of the following situations two or more Portuguese expressions are given. Read all the expressions aloud and check the one you think best fits each situation. Be sure you know why the other choices are not suitable. At the next meeting of the group you will be asked to say what you have chosen and you will have a chance to test your answers. Do not write anything down.

1. *You wish to present your friend Smith to Mr. Silva. You say:*
   - *a*) KẼ é u si-nhor SMIT?
   - *b*) a-pre-ZẼ-tu meu a-MI-gu PE-dru SMIT.
   - *c*) si-NHOR SIL-va, meu a-MI-gu PE-dru SMIT es-TA a-KI.

2. *Mr. Silva will probably say:*
   - *a*) u pra-ZE-r é MEU.
   - *b*) u si-NHOR SMIT si SHÃ-ma zhu-ZÊ?
   - *c*) MŨI-tu pra-ZER, si-nhor SMIT.

3. *Peter Smith answers politely:*
   - *a*) u pra-ZE-r é MEU.
   - *b*) eu TE-nhu MŨI-tu pra-ZER.
   - *c*) KẼ Ê u si-NHOR SIL-va?

4. *Mr. Silva asks you if you will have some coffee:*
   - *a*) ka-FÊ, o-bri-GA-du.
   - *b*) u ka-FÊ é BÕ.
   - *c*) KẼ-r ũ ka-fé-ZI-nhu?

5. *You accept the offer:*
   - *a*) di NA-da.
   - *b*) a-SEI-tu, o-bri-GA-du.
   - *c*) o-bri-GA-du.

6. *Mr. Smith asks Mr. Silva about his family:*
   - *a*) KUÃ-tus FI-lhus tẽ u si-NHOR?
   - *b*) KUÃ-tas FI-lhas tẽ u si-NHOR?
   - *c*) KUÃ-tas si-NHÕ-ras tẽ u si-NHOR?

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7. *Mr. Silva answers:*

a) mi-nha‿si-NHÓ-ra‿si‿SHA-ma‿ma-RI-a.
b) TE-nhu‿TRES: na-IR, rro-BÊR-tu‿i‿GLÓ-ria.
c) meus‿TRES‿FI-lhus‿si‿SHA-mãu SIL-va.

8. *Mr. Smith wonders whether the daughter is engaged:*

a) SU-a‿si-NHÓ-ra‿é‿ka-ZA-da?
b) a‿si-nho-RI-ta‿é‿NOI-va?
c) SU-a‿FI-lha‿é‿NOI-va?

Section D — Listening In

1. What Did You Say? (*10 minutes*)

To the Group Leader: Read the English describing the situations in What Would You Say? of Section C, Unit 2, and call on different students, not in any fixed order, to speak the Portuguese which the situation calls for. Encourage the students to give the Portuguese, if they can, without reading it from the simplified spelling in their books. Then ask different members of the group to give the meaning in English of the different Portuguese expressions listed for each situation.

Go back to the last exercise in the preceding section. The Leader will ask different members of the group to speak the Portuguese to be used in each of the situations that are given. Other members of the group will criticize the choices made if they do not agree with them. The Leader will also ask for the English equivalents of all the other expressions offered as choices, taking turns around the group.

2. Word Study Check-up (*10 minutes*)

To the Group Leader: As a further check on the students' understanding of the Word Study, read the English equivalents of the Portuguese expressions given before each comment in Word Study. Call on different students, not in any fixed order, to give the correct Portuguese for the English. For instance, say to A: "Ko-mu‿si‿DIS ẽ‿por-tu-GES *the gentleman, the gentlemen, the young lady, the young ladies?*" and so on. The Guide will at this point indicate by a negative sign whenever he hears a Portuguese expression that is wrong. If there is no Guide, the other members of the group will signal that they do not agree. Immediately ask someone else to give the right answer. Any member of the group who has difficulty in giving the correct Portuguese should

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be told to review the Word Study thoroughly before the next meeting of the group. Do not take time in this exercise to talk about the *Why;* stick to the *How.*

THE LEADER will ask different members of the group to give the correct Portuguese for the English equivalents of the expressions you studied in the Word Study. If you give the wrong answer, the Guide will let you know by making a negative sign; or, if there is no Guide, the other members of the group will indicate that they think your answer is wrong. The Leader will then immediately call on someone else for the right answer. If you have any difficulty in giving the correct Portuguese, review the Word Study thoroughly.

3. Listening In (*30 minutes*)

To the Group Leader: Re-read the note *To the Group Leader* in Section D of Unit 1. Follow the same procedure as outlined there. The first time you go through the conversations, check up on the meaning at the end of each conversation. Then go through all of them a second time without stopping. Finally, assign parts and have the students read the conversations. Get them to do a little acting if you can. Encourage them to speak up and to get into the spirit of the situation.

KEEP YOUR BOOK closed while the Guide reads the following conversation, and repeat after him in unison. If you have no Guide, you should use the phonograph records, repeating the Portuguese immediately after you hear it. At the end of each conversation take time out to check up on the meaning of any word or phrase about which you are in doubt. Ask some other member of the group to give you the English equivalent, or in case no one knows, go back to the Basic Sentences of this unit and make sure that you understand everything before you proceed any further. Go through the conversations a second time, repeating after the Guide individually. Then take parts in the conversations. This exercise contains all the new words you have learned in this unit.

(*Phonograph Record II*, 4)

1. *John Jones and Peter Smith meet José Silva on the street.*

José. — o-LA, si-NHOR_ZHO-nis!

João. — bo-as_TAR-dis, si-NHOR_SIL-va! a-pre-ZÊ-tu_meu_a-MI-gu, u_si-NHOR_PE-dru_SMIT.

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José. — MŨI-tu_pra-ZER.
Pedro. — u_pra-ZE-r_é MEU.
KO-mu_VAI_u_si-NHOR?
José. — MŨI-tu_BÊ, o-bri-GA-du.
i_u_si-NHOR?
Pedro. — BÊ, o-bri-GA-du.
João. — u_si-NHOR_SIL-va_gos-ta-RI-a_di_
u-ma_ser-VE-zha?
Pedro. — a-KI_es-TA_ũ_rres-tau-RÃ-ti.
José. — a-SEI-tu, MŨI-tu_o-bri-GA-du.
João. — (*Looks at watch*) ke_Ó-ras_SÃU?

2. *Peter Smith meets Nair on the street.*

Pedro. — A! bo-as_TAR-dis, si-nho-RI-ta_na-IR.
KO-mu_VAI_a_si-nho-RI-ta?
Nair. — mũi-tu_BÊ, o-bri-GA-da.
Pedro. — KO-mu_VAI_su-a_MÃI?
Nair. — VAI_mũi-tu_BÊ, o-bri-GA-da.
Pedro. — KO-mu_si_SHA-ma_SU-a_MÃI?
Nair. — MI-nha_MÃI si_SHA-ma_ma-RI-a.
Pedro. — A, SĨ! DO-na_ma-RI-a_SIL-va.
SU-a_ir-MÃ_GLÓ-ria zha_é_MO-sa.
Nair. — GLÓ-ria_é_u-ma_kri-Ã-sa!
i_rro-BÊR-tu_tã-BÊ.
Pedro. — a_si-nho-RI-ta_é_NOI-va?
Nair. — nãu_si-NHOR.
Pedro. — a_si-nho-RI-ta_nãu_tẽ_NOI-vu!
Nair. — nãu_si-NHOR, nãu_TE-nhu.

José. — sãu_DU-a-Z_Ó-ras.
Pedro. — sãu_DU-a-z_i_DÊS.
João. — EU_TE-nhu_U-ma_Ó-ra.
José. — NÃU, nãu_Ê_U-ma_Ó-ra.
i_nãu_sãu_DU-a-z_i_DÊS.
u_TRÊ_SAI_az_DU-a-Z_Ó-ras
a-LI_es-TA_a_es-ta-SÃU.
dis-KUL-pi, ke_Ó-ras_SÃU?
ũ_si-NHOR. — SÃU_DU-a-z_i_SĨ-ku.
José. — MŨI-tu_o-bri-GA-du.
u_si-NHOR. — di_NA-da.

Pedro. — a_si-nho-RI-ta_a-SEI-ta_ũ_ka-fé-ZI-
nhu?
Nair. — a-SEI-tu, mũi-tu_o-bri-GA-da.
Pedro. — FA-sa_u_fa-VOR . . . DOIS_ka-FÊS.
Waiter. — si_si-NHOR.
Pedro. — a_si-nho-RI-ta_ké-R_A-gua?
Nair. — NÃU, o-bri-GA-da.
Pedro. — a_si-nho-RI-ta_a-SEI-ta_ũ_si-GA-rru?
Nair. — NÃU, o-bri-GA-da.
Pedro. — nãu_TÉ-nhu . . .
(*Points*) KO-mu_si_DIS « matches » ẽ_
por-tu-GES?
Nair. — FÓS-fo-rus.
(*To waiter*) ES-ti_si-NHOR_kér_FÓS-fo-
rus.

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Waiter. — a-KI_es-TÃU_FÓS-fo-rus.
Pedro. — MÛI-tu_o-bri-GA-du. KUÃ-tu_É?
Waiter. — Û_kru-ZEI-ru.

Pedro. — a-KI_es-TA.
Nair. — o-bri-GA-da. i_a-TÊ_LÓ-gu, si-NHOR_PE-dru.
Pedro. — a-TÊ_LÓ-gu, si-nho-RI-ta.

Is there any word or phrase in this conversation that you do not understand now? If there is, be sure to find out its meaning by asking members of your group or looking it up in the Basic Sentences.

Go through the conversation again, following the same plan as before. Imitate carefully and keep in mind the meaning of everything you are saying in Portuguese.

Finally, go through the conversation a third time. Take turns speaking the parts and continue until everybody has had a chance to speak at least one of the parts. Keep this exercise going as long as you have time. Get the most out of this solo performance, and when your turn comes, speak clearly and with feeling. The Guide will correct any errors he hears by asking you to repeat. Make every effort to satisfy him with your pronunciation.

Section E — Conversation

1. Covering the Portuguese of Basic Sentences (*15 minutes*)

Individual Study: Go back to the Basic Sentences of this unit. Cover up the Portuguese. Read the English silently and test yourself to see how many words and phrases you can say in Portuguese. Check the words you are uncertain about, and after you have gone through the whole list, uncover the Portuguese and review them. Go through the list once more and continue for at least three times or until you can give the Portuguese readily for all the expressions. This test is hard, but if you succeed in saying the Portuguese for all the sentences by merely looking at the English, you are doing well indeed. To make sure of this, after you are certain you know the material, pick out expressions at random and see if you can still speak the Portuguese quickly. As you practice, you must always speak the Portuguese aloud and try to imitate the pronunciation of your Guide as well as you can recall it.

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2. Vocabulary Check-up (*15 minutes*)

To the Group Leader: Go to the Basic Sentences. Read to the group the English equivalents of the Portuguese expressions. Call on different students, not in any fixed order, asking for the correct Portuguese for the English. This check-up is to be conducted in the same way as the Vocabulary Check-up of Section E in Unit 1. If you have any question about the proper procedure, review the note *To the Group Leader* in that section. Remember not to spend any time talking about the *Why* of the Portuguese; stick to the *How*.

PREPARE the following conversations by checking yourself on your ability to speak the Portuguese you have learned up to this point. As in the Vocabulary Check-up of Unit 1, the Leader of the group will ask you to supply in turn the Portuguese expressions for the English equivalents which he reads from the Basic Sentences. Figure out how to say the Portuguese for each English phrase or sentence, whether it is your turn to speak or not. Only in this way can you get the most value out of the Check-up. If there is much of the Portuguese which you don't know, review the Basic Sentences at the first opportunity outside of the group meeting.

3. Conversation (*20 minutes*)

To the Group Leader: This section represents the real purpose of the entire unit. The course is intended to teach you to speak Portuguese and to understand it when you hear it spoken. Follow the instructions and give all the time you can to the free conversation practice. Any members of the group who have special difficulty recalling the Portuguese words and phrases they need to express a meaning should be told to do more work with the Useful Words and Phrases and the Basic Sentences. They need, in particular, more practice in covering the Portuguese and recalling it when they read the English. Practice in getting the meaning of the Listening In records will also help. Arrangements should be made for students to play and listen to the records whenever they can between meetings of the group.

Turn to the conversation of Listening In. Assign parts and ask the students to act out part of the scene and conversation of Listening In. Vary the situations and suggest to the students that they vary the Portuguese slightly as they gain confidence in their speaking. Remember to keep the speaking loud enough so that everyone can hear. See that everyone is listening and trying to understand the Portuguese that is being spoken.

THE LEADER will assign parts and will ask you to reproduce the conversational situations of Listening In. Act your part. Don't be afraid to vary the conversation if you are sure of your Portuguese, and use the Portuguese you have

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learned in Unit 1 as well as in Unit 2. Continue with this practice until everyone can speak any part of the conversations even though slight changes in the situations are introduced. The following situations may be used to start with:

1. A and B, who are strangers, meet and introduce themselves. A asks about the time, B asks about a restaurant and a movie, they exchange good-byes and go on their way.
2. A meets B, a friend, and introduces a number of people to him or her.
3. A and B inquire about each other's families, names of children, etc.
4. A is leaving and asks B for information about the station and the train.

Throw yourself into these conversations. Do the best you can with pronunciation and with the Portuguese, but don't worry too much about mistakes. Think more of acting your part and speaking smoothly and as though you meant what you were saying. The Guide will help you correct your errors. If you can do this work well, it means that you are actually conversing in Portuguese, and that, of course, is your chief aim in this course.

Section F — Conversation (*Cont.*)

Read again the instructions given in Section F of the preceding unit. If necessary, spend the first part of the group meeting in individual study of the Basic Sentences or checking up on the vocabulary, as in Section E. Then continue the conversations which you started in Section E.

FINDER LIST

a‿a-MI-ga	friend (*woman* or *girl*)	BÕ	good (*before a masc. word*)	ÉS-tas	these (*ladies*); these (*before a pl. fem. word*)
u‿a-MI-gu	friend (*man* or *boy*)				
a-pre-ZÊ-tu	I present; may I present	di	of, from	ES-ti	this (*man*); this (*before a masc. word*)
as, az	the (*before a pl. fem. word*)	ÉS-ta	this (*lady*); this (*before a fem. word*)	ES-tis	these (*men*); these (*before a pl. masc. word*)
a-SEI-ta	you accept; he, she accepts				

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eu	I
eu_mi_SHA-mu	I call myself, my name is
eu_SO	I am
a_FI-lha	the daughter
u_FI-lhu	the son
us_FI-lhus	the sons; one's own children (*boys and girls*)
GLÓ-ria	Gloria (*girl's name*)
u_ka-fé-ZI-nhu	small cup of coffee
ka-ZA-da	married (*fem.*)
ka-ZA-du	married (*masc.*)
kẽ	who
a_kri-Ã-sa	child (*young person*)
a_MÃI	mother
meu	my (*before a masc. word*)
MI-nha	my (*before a fem. word*)
a_MO-sa	young lady
u_MO-su	young man
na-IR	Nair (*girl's name*)
NOI-va	fiancée (*engaged girl*)
NOI-vu	fiancé (*engaged man*)
NÓ-va_IÓR-ki	New York
o-LA	hello there!
u_pra-ZER	pleasure
rro-BÉR-tu	Robert
sãu	they are, you (*pl.*) are
seu	your, his, her (*before a masc. word*)
seus	your, his, her (*before a pl. masc. word*)
si_SHA-ma	(he, she) calls himself, herself; (you) call yourself
si_SHA-mãu	(they) call themselves; you (*pl.*) call yourselves
SU-a	your, his, her (*before a fem. word*)
tã-BÉ	also
TÊ	you have; he, she has; they have
TE-mus	we have
TE-nhu	I have
zha	already
ZHUÃU	John
zhuãu-ZI-nhu	Johnny
zhu-ZÉ	Joseph

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UNIT 3

WHAT'S YOUR TRADE?

Section A — Basic Sentences

To the Group Leader: Read carefully the note to the Leader preceding Section A of Unit 2. Then go through the Basic Sentences once, and take up the Hints on Pronunciation. Go through the Basic Sentences at least twice more individually, paying especial attention to pronunciation.

Go through the Basic Sentences, in unison, in the same way you did for Section A of the preceding Unit. Be sure to put plenty of life into your repetition of the sentences. After you have gone through the Basic Sentences once in unison and have done the Hints on Pronunciation, come back to the Basic Sentences. Pay particular attention to the points of pronunciation you have just been working on and go through the sentences at least twice more individually.

1. Basic Sentences (*30 minutes*)

(*Phonograph Record III*, 1)

John Jones, our American sailor, has become acquainted with twelve-year-old Robert Silva.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Silva.	you work	u‿SIOR‿tra-BA-lha
	Do you work here?	u‿SIOR‿tra-BA-lha‿a-KI?
Jones.	I work	tra-BA-lhu
	on this ship	NES-ti‿na-VI-u
	Yes, I work on this ship.	SÍ, tra-BA-lhu‿NES-ti‿na-VI-u.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING
Silva. what is it that	ke_É_ke
you make *or* you do	u_si-NHOR_FAS
What do you do?	ke_É_ke_u_si-NHOR_FAS?
Jones. sailor	ma-ri-NHEI-ru
I'm a sailor.	SO_ma-ri-NHEI-ru.
Silva. it is a ship	é_ũ_na-VI-u
American	a-me-ri-KA-nu
Is it an American ship?	é_ũ_na-VI-u_a-me-ri-KA-nu?
Jones. Yes, it's American.	SĨ, é_a-me-ri-KA-nu.
Silva. you have to work	TÊ_ke_tra-ba-LHAR
Do you have to work hard?	u_si-NHOR_TÊ_ke_tra-ba-LHAR_MŨI-tu?
on a ship	nũ_na-VI-u
I want to work on a ship.	EU_KÉ-ru_tra-ba-LHAR_nũ_na-VI-u.
to be	SER
Brazilian	bra-zi-LEI-ru
I want to be a sailor on a Brazilian ship.	KÉ-ru_SER_ma-ri-NHEI-ru nũ_na-VI-u_bra-zi-LEI-ru.
aviator	a-via-DOR
My friend, Manuel, wants to be an aviator.	meu_a-MI-gu, ma-NUÉL, KÊR_SE-r_a-via-DOR.
Jones. you study	u_SIO-r_es-TU-da
Do you study hard?	u_SIO-r_es-TU-da_MŨI-tu?
I have to	TE-nhu_ke
I have to study hard.	TE-nhu_ke_es-tu-DAR_MŨI-tu.

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	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Silva.	we study	es-tu-DA-mus
	My friends and I study hard.	meu-z_a-MI-gu-z_i_EU es-tu-DA-muz_MŨI-tu.
	(*Phonograph Record III*, 2)	
Jones.	your father makes *or* does	seu_PAI_FAS
	What does your father do?	ke_É_ke_seu_PAI_FAS?
Silva.	employee	ẽ-pre-GA-du
	commerce *or* business	ko-MÊR-siu
	My father is a business clerk.	meu_PAI é_ẽ-pre-GA-du_du_ko-MÊR-siu.
	office	es-kri-TÓ-riu
	He works in an office.	tra-BA-lha_nũ_es-kri-TÓ-riu.
Jones.	the father of Manuel	u_PAI_di_ma-NUÊL
	What does Manuel's father do?	ke_É_ke_u_PAI_di_ma-NUÊL_FAS?
Silva.	factory	FA-bri-ka
	He has a factory.	E-li_TÊ_u-ma_FA-bri-ka.
	The factory makes cigarettes.	a_FA-bri-ka_FAS_si-GA-rrus.
	Manuel's father has many employees.	u_PAI_di_ma-NUÊL TÊ_MŨI-tu-z_ẽ-pre-GA-dus.
Jones.	he earns	GA-nha
	money	di-NHEI-ru
	Does he make much money?	E-li_GA-nha_MŨI-tu_di-NHEI-ru?
Silva.	A lot!	MŨI-tu!
	Do you make much as a sailor?	u_si-NHOR_GA-nha_MŨI-tu, KO-mu_ma-ri-NHEI-ru?

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ENGLISH EQUIVALENTS	AIDS TO LISTENING
Jones. a small amount	PO-ku
I make very little.	GA-nhu_PO-ku.
Silva. George	ZHÓR-zhi
George's father doesn't make very much.	u_PAI_di_ZHÓR-zhi nãu_GA-nha_MŨI-tu.
farmer	la-vra-DOR
He's a farmer.	E-li_é_la-vra-DOR.
Jones. Does George want to be a farmer?	ZHÓR-zhi_KÊR_SER_la-vra-DOR?
Silva. he studies	es-TU-da
No sir; George studies.	NÃU_si-NHOR; ZHÓR-zhi_es-TU-da.
doctor	MÊ-di-ku
He wants to be a doctor.	KÊR_SER_MÊ-di-ku.
they earn	GA-nhãu
Farmers don't make much in Brazil.	uz_la-vra-DO-riz_GA-nhãu_PO-ku_nu_bra-ZIL.
brother	ir-MÃU
soldier	sol-DA-du
George's brother is a soldier.	u_ir-MÃU_di_ZHÓR-zhi é_sol-DA-du.

(*Phonograph Record III*, 3)

sister	ir-MÃ
teacher	pro-fe-SO-ra
Manuel's sister is a teacher.	a_ir-MÃ_di_ma-NUÊL é_pro-fe-SO-ra.
she talks	É-la_FA-la
English	ī-GLES
She talks English well.	É-la_FA-la_BÊ u_ī-GLES.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING
Jones. I talk	FA-lu
I don't talk Portuguese well.	EU_NÃU_FA-lu_BÊ u_por-tu-GES.
teacher	pro-fe-SOR
of Portuguese	di_por-tu-GES
Do you want to be my Portuguese teacher?	KÉR_SER_meu_pro-fe-SOR_di_por-tu-GES?
Silva. I'd like to be your teacher.	gos-ta-RI-a_di_SER_seu_pro-fe-SOR.

2. Hints on Pronunciation (*15 minutes*)

To the Group Leader: Follow the same procedure as for the Hints on Pronunciation of Unit 2. Have the group read and discuss the explanations, and then go through the Practice for each Hint with the Guide or phonograph record.

IN UNIT 1 it was called to your attention that certain groups of vowels are spoken closely together, and that each vowel keeps its own sound but is pronounced quickly with the other. In groups of vowels like these, the sounds **i** and **u** usually have less emphasis than the other vowel in the group. Practice the following sentences until you are sure you have these vowel groups right; that is, that both vowels can be heard, but run together.

(*Phonograph Record III*, 3)

PRACTICE 1

u_ma-ri-NHEI-ru_kér_LEI-ti.	The sailor wants milk.
DOI-z_i_SEIS sãu_OI-tu.	Two and six are eight.
u_PAI_VAI_A_di-REI-ta.	The father goes to the right.
meu_NOI-vu_SAI_du_rres-tau-RÃ-ti.	My fiancé leaves the restaurant.

1. *The Vowel Groups.* Now we would like to point out a group of words in which two vowels belong in different syllables.

When the **i** sound is stressed and comes before another vowel you may hear a quick **y** sound in between; *gos-ta-RI-a* sounds like *gos-ta-RI-ya*, *na-VI-u* like *na-VI-yu*. The

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unstressed **i** sound before another vowel is often pronounced as a **y** sound: *a-via-DOR* if pronounced quickly enough is *a-vya-DOR; GLÓ-ria, GLÓ-rya; ko-MÉR-siu* sounds *ko-MÉR-syu.*

When the **u** sound comes before another vowel you may hear a **w** sound in between: *DU-as* might be represented as *DU-was; ma-NUÉL* as *ma-NWÉL; nu_es-kri-TÓ-riu* as *nu_wes-kri-TÓ-riu; u_a-MI-gu* as *u_wa-MI-gu* or even as *wa-MI-gu*, depending on how fast you are going.

PRACTICE 2

gos-ta-RI-a_di_TER_DU-as_ser-VE-zhas.	I should like to have two beers.
ma-NUÉ-l_j_na-I-r_es-TĀU_nu_na-VI-u.	Manuel and Nair are on the ship.
GLÓ-ria_tra-BA-lha nū_es-kri-TÓ-riu_di_ko-MÉR-siu.	Gloria works in a business office.
u_a-MI-gu_du_a-me-ri-KA-nu es-TA_a-KI.	The American's friend is here.

It is very probable that your Guide, in pronouncing words for you to mimic, will often pronounce them one way when he says them very slowly, and a little differently when he says them quite fast. Don't be disturbed, for that is quite natural. Try to imitate him when he speaks rather fast, rather than when he is "on his good behavior," because after all the faster way is the way people really talk. Sometimes people will use the slow form in one sentence and the fast form in the next, or vice versa, as in the alternation of *u_si-NHOR* and *u_SIOR* in our Basic Sentences.

2. *That* **ĀU** *Sound.* If you get that *ĀU* sound right from the very beginning you can feel you are really progressing. Try pronouncing a long-drawn-out "Uh," and then send your breath into your nose at the same time. Do this gently, don't make strong, grunting noises: it isn't an unpleasant sound when done right. Then, after you can hold a fairly long *ā*, saying it through your nose, put a quick stop to it by rounding your lips for an *u* like the end sound in "into." When the *āu* is unstressed, as in the "they" form of verbs, just do the same thing, only more quickly and more lightly. Don't get any "ahng" or tight, whiny sound in it.

PRACTICE 3

u_PĀU_i_u_LEI-ti es-TĀU_a-KI.	The bread and milk are here.
kē_sāu_É-las? sāu_az_MĀIZ_dus_sol-DA-dus.	Who are they? They are the soldiers' mothers.

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ZHUÃU tẽ SÍ-ku ir-MÃUS? NÃU, tẽ Ũ.
u-z ir-MÃUZ GÓS-tãu di PÃU.
as kri-Ã-saz nãu TÊ MÃI.

Has John five brothers? No, he has one.
The brothers like bread.
The children have no mother.

Now go through the Basic Sentences once more individually, and with your book open. As you repeat after your Guide, keep your eyes on the Aids to Listening and note in particular the examples of the sounds discussed. Again, do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally, go through the Basic Sentences at least once again individually. Keep your book closed, listen carefully to your Guide, and make sure that your pronunciation satisfies him.

3. Check Yourself (*5 minutes*)

Did you pronounce very carefully all the vowels in each of the examples of this and the previous unit?

Were you especially careful in pronouncing vowel groups? Did you get the *ÃU* combination?

Section B — Word Study and Review of Basic Sentences

1. Word Study (*20 minutes*)

Individual Study: As in Section B of Unit 2, read the word and expressions in each list and make sure that you understand the meaning of the Portuguese. Then read the comments which follow each list. When you have finished the Word Study ask other members of the group about points which are not clear to you.

COMMENT 1

The* -AR *Verbs. Observe the following forms:

KÊ-ru tra-ba-LHAR nũ na-VI-u.	I want to work on a ship.
gos-ta-RI-a di ga-NHAR MŨI-tu.	I should like to earn much.
FA-sa u fa-VOR di fa-LAR di-va-GAR.	Please (to) talk slowly.
TE-nhu ke es-tu-DAR MŨI-tu.	I have to study hard.

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Notice the forms [1] which correspond to the English general verb form (or *infinitive*):

tra-ba-LHAR	to work
ga-NHAR	to earn
fa-LAR	to speak, talk
es-tu-DAR	to study

Each one of these verbs ends in *–AR*. The infinitive ending is very important, as it tells us what type of verb we are dealing with. There are several different types of verbs, and this one, ending in *–AR* is the most common. The part *–AR* is called the *ending* and the rest of the verb is called the *root*. The ending changes, but the root generally remains the same.

(eu) tra-BA-lhu	I work
E-li tra-BA-lha	he works
É-la tra-BA-lha	she works
u_si-NHOR tra-BA-lha	you work
E-lis_tra-BA-lhãu	they work
us_si-NHO-ris_tra-BA-lhãu	you (gentlemen) work
(nós) tra-ba-LHA-mus	we work

In these expressions you will see that the ending is the same for "he works," "she works," and "you work." It is also the same for "they work" and "you ([several] people) work." Note also that the expression for "I work" ends in *–u* and that for "we work" ends in *–mus*.

Most Portuguese verbs that end in *–AR* behave exactly like *tra-ba-LHAR*, "to work," and are quite regular, as are those which are given in the following examples:

(eu) GA-nhu_PO-ku_di-NHEI-ru.	I earn little money.
E-li_a-pre-ZÉ-ta_u_a-MI-gu.	He introduces his friend.

[1] When we speak of a *form*, we always mean a form of spoken language, such as a word or any part of a word, its ending, etc.

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Ê-la_FA-la_i-GLES.	She speaks English.
u_si-NHOR_FA-la_BÊ u_por-tu-GES?	Do you speak Portuguese well?
meu-z_a-MI-gu-z_i_EU es-tu-DA-mus.	My friends and I study.
uz_la-vra-DO-riz_GA-nhãu_PO-ku.	Farmers earn little.

COMMENT 2

The Words for "I," "he," "she," "you," "they." In the forms of *tra-ba-LHAR*, "to work," which we gave above, you will notice the words for "I," "he," etc., placed before the verb. This kind of word is called a *pronoun*.

As you saw, the ending for the verb form for "I" is *–u*, and no other verb form is exactly the same. The verb form for "we" always ends in *–mus*. Therefore you can use the pronouns before these forms or you can leave them out, as you wish. If you merely wish to state "I work on a ship" you would probably say *tra-BA-lhu_nũ_na-VI-u*, whereas if you were emphasizing the fact that *you* worked on a ship rather than in a factory, as your friend does, you would say *EU_tra-BA-lhu_nũ_na-VI-u*.

In the case of the verb form for "he," "she," and "you," which is the same for all three, if there is any doubt about who is meant, you will want to specify: *E-li_tra-BA-lha*, *Ê-la_FA-la*, *u_si-NHO-r_es-TU-da* (he works, she talks, you study). If only one person is being spoken of, you may omit the pronoun, if you wish:

u_si-NHOR_SIL-va é_meu_BÕ_a-MI-gu. tra-BA-lha nũ_es-kri-TÓ-riu.	Mr. Silva is my good friend. He works in an office.

There is no separate word for "it" in Portuguese. Whether you are talking about one object or more than one object, you have to refer to the object or objects by the pronoun *E-li* (*masc.*) or *Ê-la* (*fem.*) or their plural forms, depending on whether the word for the object is masculine or feminine.

Now observe all of these features you have learned, as illustrated in the verb "to be called" or "to call oneself":

(eu) mi_SHA-mu	I call myself
E-li_si_SHA-ma	he calls himself
Ê-la_si_SHA-ma	she calls herself
u_si-NHOR_si_SHA-ma	you call yourself
E-lis_si_SHA-mãu	they call themselves
us_si-NHO-ris_si_SHA-mãu	you (*pl.*) call yourselves
(nós) nus_sha-MA-mus	we call ourselves

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COMMENT 3

When to Omit **ũ** *or* **uma** *in Portuguese.* Observe the word immediately after the verb in the following sentences:

so‿a-me-ri-KA-nu.	I am an American.
É-la‿é‿pro-fe-SO-ra.	She is a teacher.
E-li‿é‿MÉ-di-ku.	He is a doctor.
É-la‿zha‿é‿MO-sa.	She is already a young lady.

In Portuguese, a simple statement of a person's trade, profession, nationality, or religion is made without using a word for "a." You say what amounts to "I am American," "She is teacher," "He is doctor." When the statement includes some additional description, the word for "a" is not omitted, as in the following examples:

so‿ũ‿ma-ri-NHEI-ru‿a-me-ri-KA-nu.	I am an American sailor.
meu‿PAI‿é‿ũ‿BÕ‿ẽ-pre-GA-du.	My father is a good employee.
É-la‿é‿u-ma‿pro-fe-SO-ra‿di‿i-GLES.	She is a teacher of English.

2. Covering English and Portuguese of Word Study (*10 minutes*)

Before you leave the Word Study, cover the English equivalents in each list and make sure that you know the meaning of every Portuguese expression. Then cover the Portuguese and see if you can say each Portuguese expression when you are looking only at the English.

3. Review of Basic Sentences (*20 minutes*)

With Guide or records review the first half of the Basic Sentences. Repeat individually with books closed. Work always to perfect your pronunciation; keep the meaning in mind; and observe examples of the points in Word Study you have just covered.

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Section C — Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*) (*25 minutes*)

Review the second half of the Basic Sentences. Follow the procedure suggested above.

2. Covering the English of Basic Sentences (*15 minutes*)

Go back to the Basic Sentences in Section A, cover the English and test yourself by reading the Portuguese, just as you did in Section C of the previous unit. If you are not sure about the meaning of any words or phrases when you have finished reading the Basic Sentences aloud, uncover the English and look up their meaning. Keep this up until you know all the meanings completely.

3. What Would You Say? (*10 minutes*)

I. In the following exercise you have certain situations presented for which you are to choose the correct expression in Portuguese. Read the situation, *repeat aloud all of the solutions for each situation*, and then indicate for the next class meeting the answer which you consider the most appropriate.

1. *Jones, Silva, and Mr. Ferreira are talking about work. Ferreira asks Jones what he does:*
   a) ke_É_ke_u_si-NHOR_KÊR?
   b) ke_É_ke_u_si-NHOR_FAS?
   c) KO-mu_VAI_u_si-NHOR?

2. *Jones answers that he is a sailor:*
   a) so_ma-ri-NHEI-ru.
   b) É_ma-ri-NHEI-ru.
   c) so_ũ_na-VI-u_a-me-ri-KA-nu.

3. *He says that his friend Peter works on a boat:*
   a) meu_a-MI-gu_PE-dru_nãu_é_BÕ_ma-ri-NHEI-ru.
   b) meu_a-MI-gu_PE-dru tra-BA-lha_nũ_na-VI-u.
   c) PE-dru_GA-nha_MŨI-tu_di-NHEI-ru.

4. *Now Jones asks what Ferreira does:*
   a) u_si-NHOR_fe-RREI-ra_nãu_tra-BA-lha?
   b) u_si-NHOR_fe-RREI-ra_é_ma-ri-NHEI-ru?
   c) ke_É_ke_u_si-NHOR_fas?

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5. *Ferreira answers that he has a factory:*
   a) TE-nhu u-ma FA-bri-ka.
   b) gos-ta-RI-a di ser ma-ri-NHEI-ru.
   c) TE-nhu MŨI-tu-z ẽ-pre-GA-dus.

6. *Jones asks: "Where do you work, Mr. Silva?" and Silva answers:*
   a) SO pro-fe-SO-ra.
   b) tra-BA-lhu nũ es-kri-TÓ-riu.
   c) tra-BA-lhu MŨI-tu.

II. Fill in the blanks in the following sentences with the appropriate form of the verb given. Write nothing down, but practice aloud until you have the correct sentence at the tip of your tongue.

1. eu nãu ____ MŨI-tu di-NHEI-ru. (TER)
2. nós ____ por-tu-GES. (es-tu-DAR)
3. ZHUÃU ____ MŨI-tu i ____ PO-ku. (tra-ba-LHAR . . . ga-NHAR)
4. ____ meu a-MI-gu PE-dru. (a-pre-zẽ-TAR)
5. us si-NHÓ-ris ____ BẼ u por-tu-GES? (fa-LAR)
6. uz la-vra-DO-riz ____ MŨI-tu nu bra-ZIL. (tra-ba-LHAR)
7. ZHUÃU i PE-dru nãu ____ BẼ u por-tu-GES. (fa-LAR)
8. MI-nha si-NHÓ-ra i EU ____ NÓ-sa FI-lha. (a-pre-zẽ-TAR)
9. eu ____ rro-BÊR-tu; GLÓ-ria i EU ____ FI-lhus di zhu-ZẼ SIL-va. (SER . . . SER)
10. u si-NHOR ____ FI-lhus? ____ TRES FI-lhus, SÍ, si-NHOR. (TER . . . TER)

Section D — Listening In

1. What Did You Say? (*10 minutes*)

To the Group Leader: Follow the same procedure as for Section D of Unit 2. Call on different students, not in any fixed order, to give their answers in Portuguese for the exercise What Would You Say? in Section C of this Unit. Encourage them to give the answers directly and not from the books, if possible. Then check on the students' knowledge of the meaning in English of the different expressions in Portuguese.

Go BACK to the last exercises in the preceding section. The Leader will call for your answers in Portuguese for the exercises. If you can, give the correct answers without reading from the book. Other members of the group will criticize the choice made if they disagree. The Leader will then call for the English equivalents of all the expressions in the exercises.

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2. Word-Study Check-up (*10 minutes*)

To the Group Leader: Follow the same procedure as for this part of Section D of Unit 2. Call on various students for the correct Portuguese for the English equivalents of the expressions given in the Word Study. Make sure that all the students have learned the material thoroughly.

Go BACK to the Word Study in Section B. The Leader will ask different members of the group to give the correct Portuguese for the English equivalents of the expressions you went over in the Word Study. Be sure you are able to give the correct form without having to read it from the book. If you have difficulty in giving the correct Portuguese, review the Word Study thoroughly.

3. Listening In (*30 minutes*)

To the Group Leader: Follow the same procedure as for Listening In in Section D of Unit 2. Check up on meaning at the end of each conversation on the first time through; then, after the second time through, assign parts and have the students read the conversation.

KEEP YOUR BOOK closed while the Guide reads the following conversations, or while they are played on the phonograph, and repeat the Portuguese immediately after hearing it. At the end of each conversation check up on the meaning of any word or phrase about which you are in doubt, either by asking some other member of the group or by going back to the Basic Sentences if no one knows.

Go through the conversation again, with your books open, being sure to imitate carefully and to keep in mind the meaning of everything you are saying. Then take turns speaking the parts. Make the conversations real. Say your part as though you meant it.

(*Phonograph Record III*, 3)

1. *John Jones and José Silva meet.*

José. — o-LA, si-NHOR ZHO-nis! KO-mu VAI?
João. — mũi-tu BÊ, o-bri-GA-du. u si-nhor vai BÊ?
José. — BÊ o-bri-GA-du. a-SEI-ta u-ma ser-VE-zha?
João. — a-SEI-tu.

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seu_FI-lhu_DIS ke_kér_SER_ma-ri-NHEI-ru.

José. — KÊ? rro-BÉR-tu? rro-BÉR-tu_KÉR_SER_ma-ri-NHEI-ru, MÉ-di-ku, a-via-DOR . . . E-li_É_BÕ_FI-lhu. i_es-TU-da_MŨI-tu. KÉR_tra-ba-LHAR_MŨI-tu i_ga-NHAR_MŨI-tu_di-NHEI-ru.

João. — u_si-NHOR_TÊ_ke_tra-ba-LHAR_MŨI-tu, nu_ko-MÉR-siu?

José. — TE-nhu_ke_tra-ba-LHAR_MŨI-tu, i_GA-nhu_PO-ku.

João. — i_EU_SO_ma-ri-NHEI-ru, GA-nhu_PO-ku, i_TE-nhu_ke_es-tu-DAR_por-tu-GES!

(*Phonograph Record III*, 4)

2. *John Jones talks to his friend Manuel.*

Manuel. — u_si-NHO-r_é_i-GLES?

João. — NÃU, so_a-me-ri-KA-nu.

Manuel. — u_si-NHOR_FA-la_i-GLES.

João. — SĨ, u-z_a-me-ri-KA-nus_FA-lãu_i-GLES. uz_bra-zi-LEI-rus_FA-lãu_por-tu-GES. eu_nãu_FA-lu_por-tu-GES MŨI-tu_BÊ!

Manuel. — seus_FI-lhu-z_es-TU-dãu_por-tu-GES?

João. — NÃU, meus_FI-lhu-z_es-TU-dãu_i-GLES.

Manuel. — NÓ-Z_es-tu-DA-mus_por-tu-GE-Z_i_i-GLES. MI-nha_ir-MÃ_FA-la_BÊ u_i-GLES. É-la_é_pro-fe-SO-ra_di_i-GLES.

João. — mũi-tu_BÊ!

ke_É_ke_u_si-NHOR_KÉR_SER?

Manuel. — KÉ-ru_SE-r_a-via-DOR. meu_PAI_TÊ_u-ma_FA-bri-ka_di_si-GA-rrus.

João. — us_si-GA-rrus_da_FA-bri-ka_di_seu_PAI sãu_BÕS?

Manuel. — sãu_MŨI-tu_BÕS. u_si-nhor_KÉ-r_ũ_si-GA-rru? ES-ti_si-GA-rru É_da_FA-bri-ka_di_meu_PAI.

João. — É_BÕ. SĨ! MŨI-tu_o-bri-GA-du!

Manuel. — di_NA-da.

3. *John Jones and Peter Smith meet Mr. Ferreira.*

João. — o-LA, si-NHOR_fe-RREI-ra! KO-mu_VAI?

a-pre-ZÊ-tu_a-KI meu_a-MI-gu PE-dru_SMIT.

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Ferreira. — si-NHOR_SMIT, MŨI-tu_pra-ZER.
Pedro. — MŨI-tu_pra-ZER, si-NHOR_fe-RREI-ra.
João. — u_si-NHOR_fe-RREI-ra é_a-MI-gu_du_si-NHOR_SIL-va.
Pedro. — u_si-NHOR_SIL-va é_MŨI-tu_MEU_a-MI-gu.
João. — u_si-NHOR_fe-RREI-ra TÊ_u-ma_FA-bri-ka_di_FÓS-fo-rus.

4. *John Jones and Nair Silva.*

João. — KO-mu_VAI, si-nho-RI-ta! VAI_BÊ?
Nair. — MŨI-tu_BÊ, o-bri-GA-da.
João. — a_si-nho-RI-ta_a-SEI-ta_ũ_ka-fé-ZI-nhu?
Nair. — a-SEI-tu.
u_si-NHOR_PE-dru_é_MŨI-tu_seu_a-MI-gu.
João. — E-li_é_MŨI-tu_meu_a-MI-gu.
Nair. — E-li_é_MŨI-tu_BÕ_MO-su.
ke_Ê_ke_seu_pai_FAS?
i_u_PAI_di_PE-dru TÊ_u-ma_FA-bri-ka_di_ser-VÊ-zha.
Ferreira. — i_ke_Ê_ke_u_si-NHOR_FAS, si-NHOR_ZHO-nis?
João. — so_la-vra-DOR, ẽ_ka-li-FÓR-nia.
Ferreira. — A! uz_la-vra-DO-ri-z_a-me-ri-KA-nuz_GA-nhãu_MŨI-tu!

João. — u_PAI_di_PE-dru TÊ_u-ma_FA-bri-ka_di_ser-VÊ-zha.
Nair. — uz_ma-ri-NHEI-ruz_nãu_GA-nhãu_MŨI-tu_di-NHEI-ru.
João. NÃU, ga-NHA-mus_PO-ku.
Nair. — u_PAI_di_PE-dru FAZ_MŨI-tu_di-NHEI-ru?
João. — FAS, SI.
Nair. — A!

Section E — Conversation

1. Covering the Portuguese in Basic Sentences (*15 minutes*)

Individual Study: Just as you did in Section E of Unit 2, go back to the Basic Sentences of this unit, cover up the Portuguese, and test yourself to see how many words and phrases you can say in Portuguese when you are looking only at the English.

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2. Vocabulary Check-up (*15 minutes*)

To the Group Leader: As in Unit 2, go around the class calling on various students and asking them "KO-mu_si_DI-z_ẽ_por-tu-GES . . ." for the English equivalents in the Basic Sentences, with their books closed. If any student does not answer in a reasonable time, do not allow hemming and hawing; call on another student. Make sure that every student speaks up loud enough so that all can hear. Do not allow any mumbling. Any student who cannot give satisfactory answers needs more review of the Basic Sentences.

As YOU DID in Unit 2, supply the Portuguese expressions for the English equivalents in the Basic Sentences when the Leader calls on you in turn. Do not fool around and waste time; give your answers in a clear, loud voice, so that everyone can hear you.

3. Conversation (*20 minutes*)

To the Group Leader: Follow the same procedure as for Section F of Unit 2. Have the students converse, first following closely the model of the conversations in Listening In, and then changing the situations slightly.

As YOU DID in the Conversation in Section F of Unit 2, first go through the Listening In section of this unit, taking turns reading the conversations with your book open. As soon as you can speak the parts smoothly without looking at your books, pass to acting them out in front of the group; keep this up until you can do it easily and smoothly.

Then you can change the situations somewhat, and introduce material from the previous units. Use your imagination in thinking up various combinations of situations. For example, when one person meets another, they can talk about their families, their friends, and their work, and then one can invite the other to go to a restaurant; when they are at the restaurant, one of them can ask the other what he wants, order food, and then pay for it. Or you can have a conversation in which two persons talk about their friends and their friends' work, parents, brothers and sisters, children, and so forth.

SECTION F — CONVERSATION (*Cont.*)

Continue the conversations started in Section E. If necessary to make the conversations smoother and more successful, review parts 1 and 2 of Section E.

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FINDER LIST

This finder list has all the new words used in this unit. These, as well as those of the previous two units, are words and expressions which by this time you should know perfectly.

a-me-ri-KA-na	American (*fem.*)
a-me-ri-KA-nu	American (*masc.*)
u‿a-via-DOR	the aviator
bra-zi-LEI-ra	Brazilian (*fem.*)
bra-zi-LEI-ru	Brazilian (*masc.*)
u‿di-NHEI-ru	the money
Ê-la	she
E-li	he
a‿ẽ-pre-GA-da	the employee (*woman or girl*)
u‿ẽ-pre-GA-du	the employee (*man or boy*)
u‿es-kri-TÓ-riu	the office
es-tu-DAR	to study (*see Word Study*)
a‿FA-bri-ka	the factory
fa-LAR	to talk, speak (*see Word Study*)
FAS	he, she makes; you make
ga-NHAR	to earn (*see Word Study*)
u‿i-GLES	the English (*language*); Englishman
a‿ir-MÃ	the sister
u‿ir-MÃU	the brother
u‿ko-MÉR-siu	the commerce, business, trade
u‿la-vra-DOR	the farmer
uz‿la-vra-DO-ris	the farmers
ma-NUÉL	Manuel
u‿ma-ri-NHEI-ru	the sailor
u‿MÊ-di-ku	the doctor
u‿na-VI-u	the ship
NES-ti	in this (*before a masc. noun*)
nu	in the
nũ	in a
u‿PAI	the father
PO-ku	little (*a small amount*)
u‿pro-fe-SOR	the teacher (*man*)
a‿pro-fe-SO-ra	the teacher (*woman*)
u‿sol-DA-du	the soldier
TÊ‿ke	you have to, he has to
TE-nhu‿ke	I have to
tra-ba-LHAR	to work (*see Word Study*)
ZHÓR-zhi	George

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UNIT 4

WHERE ARE YOU FROM?

SECTION A — BASIC SENTENCES

Go through the Basic Sentences in unison. Then work on the Hints on Pronunciation and after that go through the Basic Sentences at least twice more individually.

1. Basic Sentences (*30 minutes*)

(*Phonograph Record IV*, 1)

John Jones meets Robert Silva's two friends, Manuel and Jorge.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Roberto.	Good afternoon, Mr. Jones (*lit.*, Mr. John).	BO-as_TAR-dis, si-nhor_ZHUÃU.
	do you know	ko-NHÊ-si
	Do you know my friends, Manuel and George?	ko-NHÊ-si_meu-z_a-MI-gus ma-NUÊ-l_i_ZHÓR-zhi?
Jones.	I'm glad to know them.	MŨI-tu_pra-ZE-r_ẽ_ko-nhe-SER.
Manuel.	United States.	es-TA-du-z_u-NI-dus
	He's from the United States.	E-li_é_du-z_es-TA-du-z_u-NI-dus.
Jorge.	you live	u_si-NHOR_MÓ-ra
	Do you live in New York?	u_si-NHOR_MÓ-ra_ẽ_NÓ-va_IÓR-ki?
Jones.	I live	MÓ-ru
	No, I live in California.	NÃU, MÓ-ru_na_ka-li-FÓR-nia.

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	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Roberto.	Manuel is a Carioca.	ma-NUÊ-l é ka-RIÓ-ka.
Jones.	What is a "Carioca"?	ke É ka-RIÓ-ka?
Roberto.	the city "Carioca" means from the city of Rio.	a si-DA-di « ka-RIÓ-ka » é da si-DA-di du RRI-u.
Manuel.	pretty Rio is very beautiful.	bo-NI-tu u RRI-u é MŨI-tu bo-NI-tu.
	large It's a large and beautiful city.	GRÃ-di é u-ma si-DA-di GRÃ-di i bo-NI-ta.
Jorge.	more pretty than Is it prettier than Natal?	MAIZ bo-NI-tu du ke é MAIZ bo-NI-tu du ke na-TAL?
Roberto.	Yes, it is (prettier).	SĨ, é MAIZ bo-NI-tu.
Manuel.	the uncle the aunt I have an aunt [1] and an uncle [1] in São Paulo.	u TI-u a TI-a TE-nhu ũ TI-u i u-ma TI-a ẽ sãu PAU-lu.
	the (boy) cousin they live My cousins live in São Paulo.	u PRI-mu MÓ-rãu meus PRI-muz MÓ-rãu ẽ sãu PAU-lu.
Roberto.	Paulista (*from São Paulo*) They are called Paulistas. Manuel is a Carioca, his cousins are Paulistas.	pau-LIS-ta E-lis si SHA-mãu pau-LIS-tas. ma-NUÊ-l é ka-RIÓ-ka, seus PRI-mus sãu pau-LIS-tas.

[1] *English Equivalents:* aunt . . . uncle; *Aids to Listening:* TI-u . . . TI-a. Note that the order is reversed in Portuguese.

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(*Phonograph Record IV*, 2)

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Jorge.	larger than	ma-IÓR_du_ke
	Is São Paulo larger than Rio?	sãu_PAU-lu_é_ma-IÓR du_ke_u_RRI-u?
Roberto.	important	ĩ-por-TÃ-ti
	but	mas
	No, but it's an *important* city.	NÃU, ma-z_é_u-ma_si-DA-di_ĩ-por-TÃ-ti.
Manuel.	south	sul
	the city most important	a_si-DA-di_MAI-z_ĩ-por-TÃ-ti
	São Paulo is the most important city of the South.	sãu_PAU-lu_é_a_si-DA-di MAI-z_ĩ-por-TÃ-ti_du_SUL.
Jorge.	north	NÓR-ti
	Is Natal the largest city of the North?	na-TA-l_é_a_si-DA-di_ma-IÓR du_NÓR-ti?
Roberto.	small	pi-KE-nu
	Natal is important, but it's a small city.	na-TA-l_é_ĩ-por-TÃ-ti, ma-z_é_u-ma_si-DA-di_pi-KE-na.
	Recife and Bahia are larger.	rre-SI-fi_i_ba-I-a_sãu_ma-IÓ-ris.
	the Amazon	u_a-ma-ZO-nas
	Belem, on the Amazon, is also larger.	be-LÊ, nu_a-ma-ZO-nas, tã-BÉ_é_ma-IÓR.
	smaller than	me-NÓR_du_ke
	other	O-tru
	Natal is smaller than these other cities.	na-TA-l_é_me-NÓR du_ke_ÊS-ta-z_O-tras_si-DA-dis.
Jorge.	I'm acquainted with	ko-NHE-su
	all	TO-du
	I know all these *large* cities.	ko-NHE-su TO-da-Z_ÊS-tas_si-DA-diz_GRÃ-dis.

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	ENGLISH EQUIVALENTS	AIDS TO LISTENING
	I don't know the smaller cities.	nãu ko-NHE-su as si-DA-diz me-NÓ-ris.
	you like	u si-nhor GÓS-ta
	Do you like Brazil, Mr. Jones (Mr. John)?	u si-nhor GÓS-ta du bra-ZIL, si-nhor ZHUÃU?
Jones.	I like Brazil very much.	GÓS-tu MŨI-tu du bra-ZIL.
	I like Brazilians very much.	GÓS-tu MŨI-tu duz bra-zi-LEI-rus.
Manuel.	to return	vol-TAR
	to Rio	au RRI-u
	I'd like to go back to Rio.	EU gos-ta-RI-a di vol-TA-r au RRI-u.

(*Phonograph Record IV*, 3)

	to the United States	au-z es-TA-du-z u-NI-dus
	Would you like to go back to the United States?	u si-nhor gos-ta-RI-a di vol-TA-r au-z es-TA-du-z u-NI-dus?
Jones.	Yes, I'd like to go back to the United States.	SĨ, gos-ta-RI-a di vol-TA-r au-z es-TA-du-z u-NI-dus.
Silva.	you like more	u si-nhor GÓS-ta MAIS
	Do you like the United States better?	u si-nhor GÓS-ta MAIZ du-z es-TA-du-z u-NI-dus?
Jones.	to stay	fi-KAR
	I'd *like* to stay here.	gos-ta-RI-a di fi-KA-r a-KI.
	it's good to live in	é BÕ mo-RA-r ẽ
	It's nice to live in Brazil.	é BÕ mo-RAR nu bra-ZIL.
	But I have children, like you, in the United States.	mas TE-nhu FI-lhus, KO-mu us si-NHO-ris, nu-z es-TA-du-z u-NI-dus.

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2. Hints on Pronunciation (*15 minutes*)

1. t *before* i. Most Brazilians pronounce **t** before the vowel sound **i** with somewhat of a *y* sound at the end of the consonant *t*; this pronunciation of **t** may even go so far as to approach a sound like *ch*, depending on the part of the country or the social level the speaker comes from. It is never, however, a full *ch* sound like our English *ch* in *church*.

(*Phonograph Record IV*, 3)

PRACTICE 1

BO-az_NOI-tis.	Good evening.
a_NOI-ti_é_bo-NI-ta.	It is a fine night.
u_rres-tau-RÃ-ti es-TA_a-LI_a-DIÃ-ti.	The restaurant is ahead there.
u_NÓR-ti_du_bra-ZIL é_i-por-TÃ-ti.	The north of Brazil is important.
meu_TI-u_i_mi-nha_TI-a sãu_di_sãu_PAU-lu.	My uncle and my aunt are from São Paulo.

2. d *before* i. Likewise, most Brazilians pronounce **d** before the vowel sound **i** with somewhat of a *y* sound at the end of the consonant *d*, and this pronunciation may vary even as far as a sound somewhat like (but not so full or strong as) our English *dj*.

PRACTICE 2

a_si-DA-di_é_GRÃ-di.	The city is large.
u_rres-tau-RÃ-ti_di_DO-na_ma-RI-a é_BÕ.	Dona Maria's restaurant is good.
es-TA_A_di-REI-ta.	It is to the right.
Õ-di_es-TA_u_rres-tau-RÃ-ti?	Where is the restaurant?

3. *The Portuguese* **r** *Sound* is very different from the English sound of *r*. Be sure to keep the tip of your tongue forward, and have it tap against the upper front teeth, instead of in the back part of your mouth. Between two vowels, the Portuguese **r** is usually made with a single tap of the tongue; at the end of a word it is often almost whispered; elsewhere or after another consonant it is usually pronounced with several taps of the tongue.

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PRACTICE 3

KÉR	fa-LAR	FÓS-fo-ru	kri-Ã-sa
ko-MER	es-tu-DAR	KUA-tru	es-kri-TÓ-riu
si-NHOR	tra-ba-LHAR	kru-ZEI-ru	di-NHEI-ru
pra-ZER	la-vra-DOR	ma-RI-a	

Another **r** sound in Portuguese is that which we have represented by *rr*. It is a repeated tap made with the tip of the tongue against the upper front teeth, such as telephone operators make in saying *thrrree*, or children make in imitating an electric drill or an airplane motor. In some regions of Brazil this *rr* sound is made in the back of the mouth, and sounds like "Parisian" *r* in French or even like our English *h* sound.

PRACTICE 4

rro-BÉR-tu	rres-tau-RÃ-ti
RRI-u	rre-SI-fi

4. *The Portuguese* **l** *Sound* is somewhat different from American English *l*. At the beginning of a syllable it is made with the tip of the tongue against the upper front teeth, a so-called "front" or "bright" *l* such as most British speakers of English use. At the end of a syllable it is more like our English *l* pronounced in the back of the mouth, so much so as, in some regions and social classes of Brazil, to be practically like *u*.

PRACTICE 5

LEI-ti	a-LI	o-TÉL	por-tu-GAL
la-vra-DOR	fa-LAR	ma-NUÉL	SUL
bra-zi-LEI-ru	pau-LIS-ta	bra-ZIL	na-TAL

5. *The Other Portuguese Consonant Sounds* are pronounced more or less like the corresponding sounds in English. This is true for *b*, *d*, *f*, *g* (always "hard"), *k*, *m*, *n*, *p*, *s*, *t*, *v*, and *z*.

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3. Check Yourself (*5 minutes*)

Now go through the Basic Sentences once more individually with your book open. Again, as you repeat after your Guide, pay especial attention to the examples of the sounds we have just discussed; if there is anything you are uncertain about, ask your Guide to repeat.

Then go through the Basic Sentences at least once more, taking turns in doing solo work this time with your book closed. Listen carefully to the Guide, and make sure that your pronunciation satisfies him.

Section B — Word Study and Review of Basic Sentences

1. Word Study (*20 minutes*)

In doing the Word Study, follow the same procedure as in earlier units.

COMMENT 1

Speaking of our Friends. Notice the names and the words used immediately before them:

BO-as_TAR-dis, si-nhor_ZHUÃU.	Good evening, Mr. Jones (*lit.*, Mr. John).
MŨI-tu_pra-ZER, DO-na_ma-RI-a.	Very glad to know you, Mrs. Silva (*lit.*, Lady Mary).
u_si-nhor_PE-dru_vai_BÊ?	You are well, I hope? (*speaking to Mr. Peter Smith*)
DO-na_na-I-r_es-TA_a-KI? / a_si-nho-RI-ta_na-I-r_es-TA_a-KI?	Is Miss Nair here?
KÓ-mu_VAI, si-nho-RI-ta_GLÓ-ria?	How are you, Miss Gloria?

Among acquaintances, it is much more usual in Brazil to call people by their first names than by their last, even when they are addressed as Mr., Miss, or Mrs. Often Brazilians call Americans by their last names because they see that is the American custom, but the natural thing among them is to use the first name. This is preceded by *si-NHOR* in the case of a man's name, and by *DO-na* in the case of a woman's name (whether she is married or not). After you become sufficiently friendly with a man, you drop the *si-NHOR*, just as you would drop "Mr."

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in English. You go on using *DO-na* before the ladies' names, however, or else use *a_si-NHÓ-ra* before a married lady's name and *a_si-nho-RI-ta* before an unmarried lady's name.

Expressions like *a_si-NHÓ-ra_SIL-va* (instead of *DO-na_ma-RI-a*) and *a_si-nho-RI-ta_SIL-va* (instead of *DO-na_na-IR*) are used by people who have taken over the American and French custom of calling a lady by her last name.

COMMENT 2

People and Places. Observe the following:

u_si-nhor_GÓS-ta_du_bra-ZIL?	Do you like Brazil?
GÓS-tu_MŨI-tu_du_bra-ZIL.	I like Brazil very much.
EU_gos-ta-RI-a_di_vol-TA-r_au_RRI-u.	I would like to return to Rio.
sãu_PAU-lu_é_ma-IÓR du_ke_u_RRI-u?	Is São Paulo larger than Rio?
u_si-NHOR GÓS-ta_MAIŨ_du-z_es-TA-du-z_u-NI-dus?	Do you like the United States better?

The use of the words for "the" before names of places depends to a certain extent on custom. In general, they are used before the names of states and not before the names of cities. However, "Rio" is regularly preceded by the word for "the": *eu_SO_du_RRI-u*, "I am from Rio"; *VÓL-tu_au_RRI-u*, "I return to Rio." "Brazil" is always *u_bra-ZIL*, and names of countries usually take "the": *u-z_es-TA-du-z_u-NI-dus*, "the United States"; but "Portugal" is usually simply *por-tu-GAL*.

COMMENT 3

How to Express "in the," "of the," "to the," etc.

MŨI-tu_pra-ZE-r_Ẽ_ko-nhe-SER.	Much pleasure in knowing you.
u_si-NHOR_MÓ-ra_ẽ_NÓ-va IÓR-ki?	Do you live *in* New York?
u_ma-ri-NHEI-ru_tra-BA-lha_nu_na-VI-u.	The sailor works *on the* ship.
E-li_tra-BA-lha_na_FA-bri-ka.	He works *in the* factory.
É-la_tra-BA-lha_nũ_es-kri-TÓ-riu.	She works *in an* office.
es-TÃU_nu-ma_si-DA-di_du_bra-ZIL.	They are *in a* city of Brazil.

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EU_KÊ-ru_tra-ba-LHAR nũ_na-VI-u.	I want to work *on a* ship.
TE-nhu_FI-lhus nu-z_es-TA-du-z_u-NI-dus.	I have children *in the* United States.
SĨ, tra-BA-lhu_NES-ti_na-VI-u.	Yes, I work *on this* ship.
tra-BA-lhu_NÊS-ta_si-DA-di.	I work *in this* city.

The word **ẽ**, meaning "in" or "on," is combined with the Portuguese words for "the," "a," and "this" to make one word, which stands for "in the," "on the," etc., as shown in the examples above; when it is combined in this way, the element of the combined form which means "in" or "on" is always **n**. Observe the combined forms you would get:

ẽ	combined	with	*u*	gives	you	*nu*
"	"	"	*a*	"	"	*na*
"	"	"	*ũ*	"	"	*nũ*
"	"	"	*u-ma*	"	"	*nu-ma*
"	"	"	*ES-ti*	"	"	*NES-ti*
"	"	"	*ÊS-ta*	"	"	*NÊS-ta*

Observe the italicized words in the following:

FA-sa_u_fa-VOR *di*_fa-LAR_di-va-GAR.	Please speak slowly (*lit.*, do the favor *of* speaking slowly).
meu_PAI é_ẽ-pre-GA-du_*di*_ko-MÉR-siu.	My father is a business clerk (*lit.*, a clerk *of* commerce).
ke_É_ke_u_PAI_*di*_ma-NUÉL_FAS?	What does Manuel's father (*lit.*, the father *of* Manuel) do?
u_si-NHO-r_é_*du-z*_es-TA-du-z_u-NI-dus.	You are *from* the United States.
« ka-RIÓ-ka » é_*da*_si-DA-di_du_RRI-u.	"Carioca" means *from* the city of Rio.

In expressions meaning "of the," "of a," "of this," the word *di* (meaning "of" or "from") is combined with the word for "the," "a" or "this," just as *ẽ* is; in such expressions the element meaning "of" or "from" is **d**. Now observe the following:

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VÓL-tu_*a*_sãu_PAU-lu.	I am returning *to* São Paulo.
gos-ta-RI-a_di_vol-TA-r_*au-z*_es-TA-du-z_u-NI-dus.	I should like to return *to the* United States.
EU_gos-ta-RI-a_di vol-TA-r_*au*_RRI-u.	I should like to return *to* Rio.
a_es-ta-SÃU_es-TA_*A*_di-REI-ta.	The station is *to the* right.

The combined forms you would get here are as follows:

di	combined	with	*u*	gives	you	*du*
"	"	"	*a*	"	"	*da*
"	"	"	*us* (*uz*)	"	"	*dus* (*duz*)
"	"	"	*as* (*az*)	"	"	*das* (*daz*)
"	"	"	*ES-ti*	"	"	*DES-ti*
"	"	"	*ÊS-ta*	"	"	*DÊS-ta*

The word for "to" (*a*) contracts with the Portuguese words for "the" just as *ẽ* and *di* do, forming *au*, *aus* (or *auz*) before masculine nouns in the singular and plural, and *A* and *AS* (or *AZ*) before feminine nouns in the singular and plural respectively. This *A* is usually stressed, and hence different from *a* meaning just "to."

COMMENT 4

Notice the Verb "to like"

GÓS-tu_MŨI-tu_du_bra-ZIL.	I like Brazil very much.
gos-ta-RI-a_di_fi-KA-r_a-KI.	I should like to remain here.
gos-TA-muz_du-z_es-TA-du-z_u-NI-dus.	We like the United States.
gos-ta-RI-a_di_SER_seu_pro-fe-SOR.	I should like to be your teacher.

The verb *gos-TAR*, "to like," must always have the word *di* (either alone or, if necessary, combined with the words for "the") placed before the word which indicates the thing or person liked, as in the example above.

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2. Covering English and Portuguese of Word Study (*10 minutes*)

Review this Word Study by reading aloud all of the Portuguese expressions. Then cover the English and make sure that you know the meaning of every item. Finally, cover the Portuguese and see if you can say each Portuguese expression when you are looking only at the English.

3. Review of Basic Sentences (*20 minutes*)

With Guide or records, review the first half of Basic Sentences for better pronunciation, meaning, and examples of points in the Word Study.

Section C — Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*) (*25 minutes*)

Review the second half of Basic Sentences.

2. Covering the English of Basic Sentences (*15 minutes*)

Go back to the Basic Sentences in Section A, and read them aloud, covering up the English. Note any words or phrases you are not sure about, and when you have finished reading the Basic Sentences, uncover the English and look up the meaning of what you did not get. Keep this up until you know all the meanings completely.

3. What Would You Say? (*10 minutes*)

I. Read aloud all of the following and pick the right answer:

1. *Where are you from?*
   - *a*) di_KÊ_é_u_si-NHOR?
   - *b*) di_Õ-di_é_u_si-NHOR?
   - *c*) KÊ_é_u_si-NHOR?

2. *I am from Rio:*
   - *a*) eu_es-TO_nu_RRI-u.
   - *b*) eu_SO_di_rre-SI-fi.
   - *c*) eu_SO_du_RRI-u.

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3. *Do you know my friend?*
   a) ko-NHÉ-si_meu_a-MI-gu PE-dru_SMIT?
   b) u_si-nhor_ko-NHÉ-si_ũ_pau-LIS-ta?
   c) u_si-nhor_GÓS-ta_di_seu_a-MI-gu?

4. *If Peter Smith has just met Miss Nair, he will probably say:*
   a) na-IR, MŨI-tu_pra-ZE-r_ẽ_ko-nhe-SER.
   b) si-NHÓ-ra_na-IR, MŨI-tu_pra-ZE-r_ẽ_ko-nhe-SER.
   c) DO-na_na-IR, MŨI-tu_pra-ZE-r_ẽ_ko-nhe-SER.

5. *He asks Nair if she will have a cup of coffee:*
   a) a_si-nho-RI-ta_a-SEI-ta_ũ_ka-FÊ?
   b) a_si-nho-RI-ta_GÓS-ta_di_ka-FÊ?
   c) na-IR_KÊ-r_ũ_ka-fé-ZI-nhu?

6. *Nair answers: "Yes, thank you":*
   a) o-bri-GA-du, si-nhor_PE-dru.
   b) o-bri-GA-da.
   c) a-SEI-tu, o-bri-GA-da.

II. In the blanks below fill in the appropriate forms indicated. Do not write them in, but practice them aloud until you are sure that you have them.

1. "to the": au, aus (auz), A, AS:
   a) VÓL-tu_____na-VI-u.
   b) " _____es-ta-SÃU.
   c) " _____RRI-u.
   d) " _____es-TA-du-z_u-NI-dus.
   e) " _____NÓR-ti_du_bra-ZIL.
   f) " _____si-DA-di_di_sãu_frã-SIS-ku.

2. "of the" or "from the": du, dus (duz), da, das, di:
   a) u_si-nhor_GÓS-ta_____o-TÊL?
   b) " " _____MÃI_____kri-Ã-sas?
   c) " " _____PAI_____ma-NUÉL?
   d) u_si-nhor_GÓS-ta_____NOI-vu_____ma-RI-a?
   e) u_si-nhor_GÓS-ta_____na-VI-u_bra-zi-LEI-ru?
   f) u_si-nhor_GÓS-ta_____si-DA-dis_di_fi-la-DÉL-fia_i_NÓ-va_IÓR-ki?
   g) u_si-nhor_GÓS-ta_____ (*this*)_si-DA-di_____es-TA-du-z_u-NI-dus?

3. "in the" or "on the": nu, nus (nuz), na, nas:
   a) tra-BA-lhu_____bra-ZIL.
   b) " _____FA-bri-ka.

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c) tra-BA-lhu‿____‿na-VI-u.
d) " ‿____‿o-TÊL.
e) " ‿____‿es-ta-SÃU.
f) tra-BA-lhu‿____‿es-kri-TÓ-riu‿di‿ko-MÊR-siu.
g) tra-BA-lhu‿____ (*this*)‿si-DA-di‿du‿bra-ZIL.

Section D — Listening In

1. What Did You Say? (*10 minutes*)

Give your answers in Portuguese for the last exercise in the preceding section when the Leader calls for them. Do it without reading from the book if possible. Other members of the group will criticize your choice if they disagree with it. Then give the English equivalents of all the expressions in the exercise.

2. Word Study Check-up (*10 minutes*)

Give the correct Portuguese for each English expression in the Word Study, without having to read it from the book. If you cannot do this easily, it means you need to put in more work on the Word Study. The Group Leader will give the English and call on different members of the group for the Portuguese.

3. Listening In (*30 minutes*)

With your book closed, repeat the Portuguese of the following conversations immediately after the Guide or the record. After each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the Basic Sentences if necessary.

Go through the conversation again with books open, following the same plan as before, imitating carefully and keeping in mind the meaning of everything that you say.

(*Phonograph Record IV*, 4)

1. *John Jones, Antonio Ferreira, and José Silva talk about the places they come from.*

José. — si-nhor‿ZHO-nis, ke‿pra-ZER!
João. — o-LA, si-NHO-ris!
ko-mu‿VAI u‿a-MI-gu‿SIL-va?
u‿si-nhor‿fe-RREI-ra vai‿BÊ?

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José. — u_fe-RREI-ra é_TI-u_du_ma-NUÉL.
João. — A, u_si-NHO-r_é_di_sãu_PAU-lu!
Antônio. — EU_nãu_SO_u_TI-u_di_sãu_PAU-lu.
EU_SO_di_be-LÊ_nu_a-ma-ZO-nas.
João. — u_si-NHOR_ko-NHÊ-si_BÊ_u_a-ma-ZO-nas?
Antônio. — ko-NHE-su_MŨI-tu_BÊ_u_a-ma-ZO-nas.
nu_NÓR-ti_A_MŨI-tus_por-tu-GE-zis.
João. — u_si-NHO-r_é_por-tu-GES?
Antônio. — SO, si_si-NHOR; SO_di_por-tu-GAL.
EU_FA-lu_por-tu-GES KO-mu_ũ_por-tu-GES.
ma-z_u_ma-NUÉ-l_é_bra-zi-LEI-ru.
FA-la_por-tu-GES KO-mu_bra-zi-LEI-ru.
João. — por-tu-GA-l_é_GRÃ-di?
Antônio. — por-tu-GA-l_é_MŨI-tu_me-NÓR du_ke_u_bra-ZIL.
João. — i_u_si-nhor_SIL-va, di_Õ-di_é_u_si-NHOR?
José. — eu_SO_da_si-DA-di_di_rre-SI-fi.
uz_meus_FI-lhus_sãu_da-KI, di_na-TAL.
João. — na-TA-l_é_u-ma_si-DA-di_i-por-TÃ-ti.
Antônio. — ke_Ó_ras_sãu? SĨ-ku?
meu_TRÊ sai_AS_SĨ-ku_i_DÉS!
dis-KUL-pi! a-TÊ_LÓ-gu!

2. *Antonio Ferreira asks Peter Smith about an American acquaintance of his.*

Antônio. — ko-NHÊ-si_u_KUR-tis?
Pedro. — TOM_KUR-tis? nãu_ko-NHE-su.
Antônio. — é_ũ_a-me-ri-KA-nu ke_MÓ-ra_a-KI_ẽ_na-TAL.
Pedro. — E-li_FA-la_BÊ_u_por-tu-GES?
Antônio. — nãu_FA-la_MŨI-tu_BÊ.
a_si-NHÓ-ra_i_us_FI-lhus es-TÃU_nu-z_es-TA-du-z_u-NI-dus.
Pedro. — di_Õ-di_é_E-li?
Antônio. — é_du_NÓR-ti_du-z_es-TA-du-z_u-NI-dus; di_fi-la-DÉL-fia.
Pedro. — eu_so_di_fi-la-DÉL-fia.
maz_nãu_ko-NHE-su_u_KUR-tis.
Antônio. — fi-la-DÉL-fia_é_u-ma_si-DA-di_bo-NI-ta?
Pedro. — NÃU, nãu_é_bo-NI-ta, ma-z_é_i-por-TÃ-ti.
Antônio. — é_GRÃ-di?
Pedro. — é_me-NÓR_du_ke_NÓ-va_IÓR-ki.
ma-z_é_ma-IÓR_du_ke_UÓ-shi-tõ.
Antônio. — UÓ-shi-tõ_é_MŨI-tu_bo-NI-tu.
Pedro. — i_é_MŨI-tu_i-por-TÃ-ti.
Antônio. — u_si-NHOR_ZHO-niz_é_du_NÓR-ti, tã-BÊ?
Pedro. — NÃU, E-li_é_di_ka-li-FÓR-nia.
Antônio. — u_si-NHOR_ko-NHÊ-si_ka-li-FÓR-nia?
Pedro. — ko-NHE-su_as_si-DA-diz_ma-IÓ-ris, KO-mu_sãu_frã-SIS-ku.
Antônio. — u_ZHO-ni-z_é_di_sãu_frã-SIS-ku?

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Pedro. — NÃU; E-li_é_maiz_du_SUL.
Antônio. — gos-ta-RI-a_di_fa-LAR_MAIS. mas_TE-nhu_ke_tra-ba-LHAR.

a-TÉ_LÓ-gu.
Pedro. — a-TÉ_LÓ-gu, si-nhor_fe-RREI-ra.

Section E — Conversation

1. Covering the Portuguese in Basic Sentences (*15 minutes*)

Cover the Portuguese of the Basic Sentences and practice saying the Portuguese equivalents of the English expressions. This is individual study.

2. Vocabulary Check-up (*15 minutes*)

Give the Portuguese expressions for the English equivalents in the Basic Sentences as the Leader calls for them.

3. Conversation (*20 minutes*)

The Leader will assign parts in the Listening In conversation. Act them out in front of the group; keep this up until you can do it easily and smoothly. Then change the situations somewhat. You now have material which you can work into your conversations. Invent the same kind of conversation which you did for the previous units. One person meets another, and conversation takes place on models such as these:

1. Two acquaintances meet. One is from New York, the other from Rio. Each thinks his home town is best, the one because it is large, the other because it is pretty. The New Yorker says San Francisco or Washington are prettier than Rio. The other says Natal is smaller than these others and less important, but that he prefers Natal to both New York and Washington.
2. A introduces B to his cousin C. C asks where B comes from and learns that he is from San Francisco. C has an uncle and a brother in San Francisco; one is a sailor, the other works in a factory. A says that B works in a large hotel. C asks where the hotel is and B tells him it is across the street from the station. C says it must be the Hotel Saint Paul, etc.
3. A joins B. B asks A if he would like a cup of coffee. B refuses and says he would prefer a glass of beer. A asks how his sister is. B says she has married a Cariocan. A asks what B means by "Cariocan," and B explains.

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In answer to A's question, B tells him they will live at Belem on the Amazon. His sister's husband is a business clerk and she is an English teacher. Belem is very pretty.

4. A greets B. A says he would like to eat and asks B where he can find a good restaurant. B says there is one straight ahead, but the one at the station is better. A says he knows Gloria who works there. B says he thinks the restaurant is good. A says the food is good but the girl is not pretty. He asks B to go with him to the other.

SECTION F — CONVERSATION (*Cont.*)

Continue the conversations started in Section E. If necessary for better conversations, review parts 1 and 2 of Section E.

FINDER LIST

a	to
A	to the (*before a fem. noun*)
AS (AZ)	to the (*before a pl. fem. noun*)
au	to the (*before a masc. noun*)
aus (auz)	to the (*before a pl. masc. noun*)
bo-NI-ta	pretty (*fem.*)
bo-NI-tu	pretty (*masc.*)
u‿bra-ZIL	Brazil
a‿bra-zi-LEI-ra	Brazilian (*girl* or *woman*)
u‿bra-zi-LEI-ru	Brazilian (*boy* or *man*)
bra-zi-LEI-ra	Brazilian (*fem.*)
bra-zi-LEI-ru	Brazilian (*masc.*)
da-KI	from here, of here (*this place*)
du‿ke	than
u-z‿es-TA-du-z‿u-NI-dus	United States
fi-KAR	to remain, stay
a‿fi-la-DÉL-fia	Philadelphia
gos-TAR (di)	to like
gos-TAR‿MAIS (di)	to like better, prefer
GRÃ-di	large, big (*masc. and fem.*)
i-por-TÃ-ti	important (*masc. and fem.*)
a‿ka-li-FÓR-nia	California
ka-RIÓ-ka	Cariocan, born in Rio (*masc. and fem.*)
ko-NHÊ-si	you know; he, she knows
ko-NHE-su	I know
ma-IÓR	larger (*masc. and fem.*)
ma-IÓR‿du‿ke	larger than
MAIS	more
mas	but
me-NÓR	smaller (*masc. and fem.*)
mo-RAR	to live

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u_NÓR-ti	North
NÓ-va_IÓR-ki	New York
O-tra	other (*fem.*)
O-tru	other (*masc.*)
pau-LIS-ta	São Paulan
pi-KE-na	small (*fem.*)
pi-KE-nu	small (*masc.*)
a_PRI-ma	(girl) cousin
u_PRI-mu	(boy) cousin

u_RRI-u	Rio (*short for* Rio de Janeiro)
sãu_frã-SIS-ku	San Francisco (St. Francis)
sãu_PAU-lu	São Paulo (Saint Paul)
a_si-DA-di	city
u_SUL	South
a_TI-a	aunt

u_TI-u	uncle
TO-da, TO-das	all (*fem.*)
TO-du, TO-dus	all (*masc.*)
UÓ-shĩ-tõ	Washington
vol-TAR	to return (*regular, like* tra-ba-LHAR)

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UNIT 5

LET'S TALK ABOUT THE WEATHER

Section A — Basic Sentences

Once through the Basic Sentences in unison, then the Hints on Pronunciation, and then twice more through the Basic Sentences individually.

1. Basic Sentences (*30 minutes*)

(*Phonograph Record V*, 1)

Peter Smith was invited to a party at the Silvas, and has joined Nair, who is leaning on a window sill, looking out over the garden.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Pedro.	Good afternoon, Miss Nair.	BO-as_TAR-dis, si-nho-RI-ta_na-IR.
Nair.	good evening	BO-az_NOI-tis
	Good evening, Mr. Smith.	BO-az_NOI-tis, si-NHOR_PE-dru.
	dark	es-KU-ru
	It's already dark, Mr. Smith.	zha_es-TA_es-KU-ru, si-nhor_PE-dru.
	when	KUĀ-du
	we say	di-ZE-mus
	When it's dark, we say "Boas noites."	KUĀ-du_es-TA_es-KU-ru, di-ZE-mus « BO-as_NOI-tis ».

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ENGLISH EQUIVALENTS		AIDS TO LISTENING
Pedro.	with	kõ
	I like to study Portuguese with you.	GÓS-tu_di_es-tu-DAR_por-tu-GES kõ_a_si-nho-RI-ta.
	to be in good health	es-TAR_BÕ
	How are you? Are you well?	KO-mu_VAI? es-TA_BO-a?
Nair.	what a night!	KE_NOI-ti!
	agreeable *or* pleasant	a-gra-DA-vél
	What a nice night!	KE_NOI-ti_a-gra-DA-vél!
Pedro.	now	a-GÓ-ra
	It's very pleasant now.	es-TA_MŨI-tu_a-gra-DA-vé-l_a-GÓ-ra.
	a good party	u-ma_FÉS-ta_BO-a
	It's a nice party.	a_FÉS-ta_es-TA_BO-a.
Nair.	it makes heat	FAS_ka-LOR
	It's warm here in Natal.	FAS_ka-LO-r_a-KI_ẽ_na-TAL.
Pedro.	it makes cold	FAS_FRI-u
	Now it's cold in the United States.	a-GÓ-ra_FAS_FRI-u nu-z_es-TA-du-z_u-NI-dus.
Nair.	January	zha-NEI-ru
	Here it's warm in January.	a-KI_FAS_ka-LO-r_ẽ_zha-NEI-ru.
	July	ZHU-lhu
	And it's cold in July.	i_FAS_FRI-u_ẽ_ZHU-lhu.
	time of heat	TÊ-pu_di_ka-LOR
	Now it's hot weather.	a-GÓ-ra_é_TÊ-pu_di_ka-LOR.

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	ENGLISH EQUIVALENTS	AIDS TO LISTENING
	cooler	MAIS_FRES-ku
	in the evening	di_NOI-ti
	It's cooler now in the evening.	es-TA_MAIS_FRES-ku_a-GÓ-ra di_NOI-ti.
Pedro.	you are with cold	es-TA_kõ_FRI-u
	Are you cold?	a_si-nho-RI-ta_es-TA_kõ_FRI-u?
		(*Phonograph Record V*, 2)
Nair.	I am well	es-TO_BÊ
	I'm fine here.	es-TO_BÊ_a-KI.
Pedro.	I am warm	es-TO_kõ_ka-LOR
	always	SÊ-pri
	I'm always warm.	es-TO_SÊ-pri_kõ_ka-LOR.
Nair.	it's going to rain	VAI_sho-VER
	this night	ÊS-ta_NOI-ti
	It's going to rain tonight.	VAI_sho-VE-R_ÊS-ta_NOI-ti.
	the weather is dry	u_TÊ-pu_es-TA_SE-ku
	The weather's very dry.	u_TÊ-pu_es-TA_MUI-tu_SE-ku.
Pedro.	the rain	a_SHU-va
	Do you like the rain?	a_si-nho-RI-ta_GÓS-ta_da_SHU-va?
Nair.	the sun *or* sunshine	u_SÓL
	I like sunshine better.	GÓS-tu_MAIZ_du_SÓL.

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	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Pedro.	it makes sun	FAS_SÓL
	to go	IR
	When it's sunny, do you like to go to the movies?	KUÃ-du_FAS_SÓL, a_si-nho-RI-ta_GÓS-ta_di_I-r_au_si-NÊ-ma?
	with me	ko-MI-gu
	Do you want to go to the movies with me?	KÊ-R_I-r_au_si-NE-ma_ko-MI-gu?
Nair.	the air	u_AR
	heavy	pe-ZA-du
	The air is heavy.	u_A-r_es-TA_pe-ZA-du.
	it is raining	es-TA_sho-VÊ-du
	Is it raining already?	zha_es-TA_sho-VÊ-du?
Pedro.	you talk about the weather	FA-la_du_TÊ-pu
	Do you always talk about the weather?	a_si-nho-RI-ta_FA-la_SÊ-pri_du_TÊ-pu?
Nair.	Don't you like to talk about the weather?	u_si-NHOR_nãu_GÓS-ta_di_fa-LAR_du_TÊ-pu?
	let's	VA-mus
	Let's talk about the movies.	VA-mus_fa-LAR_du_si-NE-ma.
Pedro.	I have got to get back to the ship.	TE-nhu_ke_vol-TA-r_au_na-VI-u.

2. Hints on Pronunciation *(20 minutes)*

In Unit 1 you were told that **e** and **E** sound like *ey* in *they*, without the *y*, while **é** and **É** sound like *e* in *let*. The difference between **e** and **é** should be as distinct as that between *lay* and *let* in English. Similarly, **o** and **O** sound like the *o* in *low*, while **ó** and **Ó** sound like the *o* in *cloth*. In order to help you remember these differences, we have made up two groups of sentences below. The first group gives you a chance to practice the open **o** which is like the *o* in *cloth*, and the open **e** which is like the sound of *e* in *let*.

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(*Phonograph Record V*, 3)

PRACTICE 1

ÉS-ta_é_a_si-NHÓ-ra_di_zhu-ZÉ.	This is José's wife.
rro-BÉR-tu_é_NÓ-su_FI-lhu.	Robert is our son.
GLÓ-ria_é_FI-lha_di_zhu-ZÉ.	Gloria is José's daughter.
É-la_kér_KAR-ni_i_ka-FÉ_a-GÓ-ra.	She wants meat and coffee now.
a_si-NHÓ-ra_dis « a-TÉ_LÓ-gu ».	The lady says "Good-bye."
a_FÉS-ta_é_a-gra-DA-vél.	It is a pleasant party.

The next group gives you a chance to practice the close e which is like the *e* in *they*, and close o which is like the *o* in *low*.

PRACTICE 2

ES-ti_si-NHOR si_SHA-ma_ZHO-nis.	This gentleman is called Jones.
u_si-NE-ma_es-TA_A_di-REI-ta.	The movie is to the right.
ES-ti_MO-su_i_eu SO-muz_NOI-vus.	This young man and I are engaged.
TRES_i_TRES sãu_SEIS.	Three and three are six.
DOIS_i_SEIS sãu_OI-tu.	Two and six are eight.
EU_gos-ta-RI-a_di_LEI-ti.	I would like milk.
E-li_gos-ta-RI-a_di_ser-VE-zha.	He would like beer.

Remember to run two vowel sounds, as in *OI-tu*, *LEI-ti*, together very quickly.

Each of the following sentences has at least one open and one close o and one open and one close e. See if you can make them clearly different, without exaggerating so that they sound unnatural.

PRACTICE 3

zhu-ZÉ_GÓS-ta_di_por-tu-GES.	Joseph likes Portuguese.
É-la_es-TA_BO-a_a-GÓ-ra.	She is well now.

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NÃU_KÊ-ru_ko-MER_FÓS-fo-rus.	I don't want to eat matches.
SO_du_NÓR-ti; E-li_é_du_SUL.	I am from the North; he is from the South.
GLÓ-ria_KÉR_SER_pro-fe-SO-ra.	Gloria wants to be a teacher.
ES-ti_MO-su_é_NÓ-su_a-MI-gu.	This young man is our friend.
NÃU_ko-NHE-su; a-TÉ_LÓ-gu.	I don't know (you); good-bye.

Section B — Word Study and Review of Basic Sentences

1. Word Study (*20 minutes*)

COMMENT 1

Adjectives. Notice the words italicized in the following:

é_ũ_na-VI-u_*a-me-ri-KA-nu.*	It is an American ship.
u_A-r_es-TA_*pe-ZA-du.*	The air is heavy.
na-TA-l_é_u-ma_si-DA-di_*pi-KE-na.*	Natal is a small city.
u_RRI-u_é_u-ma_si-DA-di_*bo-NI-ta.*	Rio is a pretty city.
us_PRI-mus_sãu_*bra-zi-LEI-rus.*	The cousins are Brazilian.
az_NOI-tis_sãu_*es-KU-ras.*	The nights are dark.

In these sentences, such words as *a-me-ri-KA-nu*, *bo-NI-ta*, *bra-zi-LEI-rus*, and so on, describe the nouns or pronouns to which they refer. This kind of word is called an *adjective*. Most adjectives in Portuguese have endings just like those of ordinary nouns, as they may end in **–u** or **–a**. But, whereas each noun ordinarily has only one ending (**–u** for a masculine noun, **–a** for a feminine noun), an adjective will normally end in either **–u** or **–a**, depending on the noun or pronoun it refers to (or *modifies*). If the adjective modifies a masculine noun, the adjective normally ends in **–u**; thus we have *u_na-VI-u_a-me-ri-KA-nu*, "the American ship"; *u_A-r_es-TA_pe-ZA-du*, "the air is heavy." But if the adjective modifies a feminine noun, the adjective normally ends in **–a**; thus we have *u-ma_si-DA-di_bo-NI-ta*, "a pretty city." When an adjective has the proper form, in this way, to go with the noun it modifies, we say it *agrees* with that noun.

If the noun or pronoun with which the adjective must

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agree is plural, then the adjective, in the proper masculine or feminine form, ends in **–s**, just as the noun does: *az_NOI-tis_sãu_es-KU-ras*, "the nights are dark." Now observe the following adjectives:

é_u-ma_si-DA-di_i-por-TÃ-ti.	It is an important city.
u_sãu_PAU-lu_é_i-por-TÃ-ti.	São Paulo is important.
u_na-VI-u_bra-zi-LEI-ru_é_GRÃ-di.	The Brazilian ship is large.
a_es-ta-SÃU_é_GRÃ-di.	The station is large.
a_NOI-ti_es-TA_a-gra-DA-vél.	The night is pleasant.
u_RRI-u_é_ma-IÓR du_ke_na-TAL.	Rio is larger than Natal.
na-TA-l_é_me-NÓR du_ke_ÊS-ta-Z_O-tras_si-DA-dis.	Natal is smaller than these other cities.
u_RRI-u_i_sãu_PAU-lu sãu_as_ma-IÓ-ris_si-DA-diz_du_bra-ZIL.	Rio and São Paulo are the largest cities in Brazil.
na-TA-l_i_rre-SI-fi sãu_me-NÓ-ris.	Natal and Recife are smaller.
as_si-DA-diz_GRÃ-dis sãu_i-por-TÃ-tis.	Large cities are important.

As you can see, some adjectives have only one form for both masculine and feminine. When they must agree with a plural noun or pronoun they end in **–s** (or, of course, under certain conditions, **–z**).

Note: Some adjectives ending in **–l**, like *agraDAvél*, have special changes in the plural which we shall take up later.

Observe the ending of the adjectives in the following:

ma-NUÊ-l_é_ka-RIÓ-ka.	Manuel is a Cariocan (*born in Rio city*).
GLÓ-ria_nãu_é_ka-RIÓ-ka.	Gloria is not a Cariocan.
u_TI-u_di_ma-NUÊL é_pau-LIS-ta.	Manuel's uncle is a São Paulan.
SÚ-as_PRI-mas_sãu_pau-LIS-tas.	His (girl) cousins are São Paulans.

A few adjectives, which have only one form for masculine and feminine, end in –a. They usually indicate the group (nation, region, profession, political party) to which the person referred to belongs.

And now observe the forms of the adjective "good":

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a_FÉS-ta_es-TA_BO-a.	It is a nice party.
u_ka-FÉ_é_BÕ.	Coffee is good.
TE-nhu_MŨI-tuz_BÕ-z_a-MI-gus.	I have many good men friends.
TE-nhu_BO-a-z_a-MI-gas.	I have good women friends.

The Portuguese words for "good" do not follow the regular pattern, so you must notice them especially. There are only a few such adjectives which you must just learn as they are. They are called *irregular* because they don't follow regular patterns.

COMMENT 2

How to Express "to be"

es-TA_es-KU-ru.	It is dark.
es-TA_a-gra-DA-vé-l_a-KI.	It is pleasant here.
u_TÊ-pu_es-TA_SE-ku.	The weather is dry.
u_A-r_es-TA_pe-ZA-du.	The air is heavy.
a_FÉS-ta_es-TA_BO-a.	It's a good party.
u_DI-a_es-TA_es-KU-ru.	The day is dark.
a_ser-VE-zha_es-TA_FRI-a.	The beer is cold.
u_si-nhor_SIL-va_es-TA_a-KI.	Mr. Silva is here.
(nó-z) es-TA-mus_kõ_ka-LOR.	We are warm.

The verb *es-TAR* (*es-TO, es-TA, es-TA-mus, es-TÃU*) is used for "to be" ("am," "is," "are") when the condition spoken of is temporary or accidental. "It is dark" right now, but the darkness will change to light eventually. When we say "It is pleasant here" we know that conditions could easily change and make it unpleasant. When we say "It's a good party," we mean that for the time being everything is going along well.

But notice how the same verb is used in the following sentences:

a_es-ta-SÃU_es-ta_A_di-REI-ta.	The station is (situated) to the right.
Õ-di_es-TA_u_rres-tau-RÃ-ti?	Where is the restaurant (situated)?

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fi-la-DÊL-fia_es-TA_nu_NÓR-ti_du-z_ es-TA-du-z_u-NI-dus.	Philadelphia is (situated) in the north of the United States.

The verb *es-TAR* is also used for "to be" when a location is being determined, when we mean "is situated" as in the examples above.

Now notice these other words used to express "to be":

ES-ta_si-DA-di_é_FRES-ka.	This city is cool.
u_RRI-u_é_MŨI-tu_bo-NI-tu.	Rio is very pretty.
ÊS-ta_é_MI-nha_si-NHÓ-ra.	This is my wife.
u_pra-ZE-r_é_TO-du_meu.	The pleasure is all mine.
EU_SO_di_fi-la-DÊL-fia.	I am from Philadelphia.
É_Ó-ra_di_ko-MER.	It is time to eat.
a-GÓ-ra_é_TÊ-pu_di_ka-LOR.	Now it is warm weather.
SO-mu-z_a-me-ri-KA-nus.	We are American.

The verb *SER* (*SO*, *É*, *SO-mus*, *SÃU*) is used for "to be" when the condition spoken of is permanent or habitual, as in "This city is cool." It is also used for showing possession, as in "This is my wife," or "The pleasure is all mine."

ZHÓR-zhi_é_ũ_MO-su_BÕ.	George is a good young man (*he has a kind disposition*).
DO-na_ma-RI-a_é_MŨI-tu_BO-a.	Dona Maria is very good (*kind*).
ma-NUÊL_zha_es-TA_BÕ.	Manuel is already well (*he has recovered from his illness*).
KO-mu_VAI, DO-na_na-IR? es-TO_BO-a, o-bri-GA-da.	How are you, Miss Nair? I am well, thank you.

The adjective *BÕ*, *BO-a*, "good," takes on the meaning "well," "in good health," when used with the verb *es-TAR*. With the verb *SER* it keeps its original meaning of "good," "kind."

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The question of whether we should use *es-TAR* or *SER* to express "to be" is one of the harder things in Portuguese. You will need to notice very carefully each example as it comes along. At first simply memorize each expression containing *SER* or *es-TAR* just as you find it; later on you will understand the pattern.

COMMENT 3

Greetings. You have learned so far the following greetings and expressions of courtesy:

BÕZ_DI-as.	Good morning.
BO-as_TAR-dis.	Good afternoon.
BO-az_NOI-tis.	Good evening.
MŨI-tu_o-bri-GA-du.	Thank you (*said by a man*).
MŨI-tu_o-bri-GA-da.	Thank you (*said by a woman*).

The first three forms of greeting are used, respectively, in the morning, in the afternoon, and in the evening (after dark). They may be used either on meeting someone or on taking leave. For all three of them, moreover, the singular form (*BÕ_DI-a, BO-a_TAR-di, BO-a_NOI-ti*) is often used as well as the plural form we have learned.

Note: The forms for "thank you" are really the shortened forms of longer and more formal expressions for "thank you," which correspond almost exactly to the expression that we sometimes use in English, "I am much obliged to you":

FI-ku_MŨI-tu_o-bri-GA-du_A_si-NHÓ-ra.	I remain much obliged to you (*said by a man to a woman*).
FI-ku_MŨI-tu_o-bri-GA-da_au_si-NHOR.	I remain much obliged to you (*said by a woman to a man*).

In the first of these two sentences a man is talking, and consequently the adjective *o-bri-GA-du* is masculine, to agree with the subject of the sentence (after a verb indicating "being" or the like). In the second sentence a woman is talking, and consequently *o-bri-GA-da* is feminine. When the shortened forms of these expressions are used, *o-bri-GA-du* must naturally be used by a man, and *o-bri-GA-da* by a woman.

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2. Covering English and Portuguese of Word Study (*10 minutes*)

Check yourself on your knowledge of the Word Study by covering first the English then the Portuguese, and making sure you know everything thoroughly.

3. Review of Basic Sentences (*20 minutes*)

With the Guide or records, review the first half of Basic Sentences as in previous units.

Section C — Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*) (*25 minutes*)

Review the second half of Basic Sentences.

2. Covering the English of Basic Sentences (*15 minutes*)

Go through the Basic Sentences in Section A, covering up the English. Note any words or phrases you are not sure about and, when you have finished reading the Basic Sentences, uncover the English and look up the meaning of what you did not get. Keep this up until you know all the meanings completely.

3. What Would You Say? (*10 minutes*)

Read aloud the following and pick out the expression you think most suitable:

1. *It is evening; at the Silvas', Peter greets Mrs. Silva:*
   - *a*) BO-az‿NOI-tis, DO-na‿ma-RI-a!
   - *b*) BO-az‿NOI-tis, si-NHÓ-ra‿ma-RI-a!
   - *c*) BO-az‿NOI-tis, DO-na‿SIL-va!

2. *Peter inquires about Mrs. Silva's health. She answers:*
   - *a*) es-TO‿BO-a, o-bri-GA-da.
   - *b*) SO‿BO-a, o-bri-GA-da.
   - *c*) es-TO‿BÊ, o-bri-GA-da.

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3. *Peter said "BO-az_NOI-tis" rather than "BO-as_TAR-dis" because:*
   a) KUĂ-du_es-TA_FRES-ku, di-ZE-mus « BO-as_TAR-dis ».
   b) Ê_u-ma_NOI-ti_a-gra-DA-vél.
   c) zha_es-TA_es-KU-ru, i_KUĂ-du_es-TA_es-KU-ru, di-ZE-mus « BO-az_NOI-tis ».

4. *Peter says that he feels the heat:*
   a) a-GÓ-ra_FAS_ka-LOR nu-z_es-TA-du-z_u-NI-dus.
   b) es-TO_kŏ_FRI-u.
   c) es-TO_kŏ_MŬI-tu_ka-LOR.

5. *Now Peter asks if she is comfortable, and she answers:*
   a) es-TO_BO-a, o-bri-GA-da.
   b) SO_BO-a, o-bri-GA-da.
   c) es-TO_BÊ, o-bri-GA-da.

6. *One of the following statements about weather is generally true:*
   a) faz_mais_FRI-u_di_TAR-di_du_ke_di_NOI-ti.
   b) faz_mais_ka-LOR_di_TAR-di_du_ke_di_NOI-ti.
   c) faz_mais_ka-LOR_di_NOI-ti_du_ke_di_TAR-di.

7. *Mrs. Silva thinks it is going to rain because:*
   a) u_A-r_es-TA_MŬI-tu_pe-ZA-du.
   b) KUĂ-du_FAS_SÓL, di-ZE-mus «VAI_sho-VER».
   c) nău_GÓS-tu_da_SHU-va.

8. *Peter agrees that it is likely to rain because:*
   a) nu_TÊ-pu_di_FRI-u, nău_FAS_SÓL.
   b) nu_TÊ-pu_di_ka-LOR, FAS_SÓL.
   c) KUĂ-du_u_TÊ-pu_es-TA_MŬI-tu_SE-ku, i_u_A-r es-TA_pe-ZA-du, VAI_sho-VER.

9. *It is raining already:*
   a) zha_es-TA_sho-VÊ-du.
   b) zha_es-TA_es-KU-ru.
   c) zha_é_NOI-ti.

10. *Peter says that he does not like to work when it is too hot:*
    a) KUĂ-du_FAS_ka-LOR, GÓS-tu_di_tra-ba-LHAR.
    b) KUĂ-du_FAZ_MŬI-tu_ka-LOR, NĂU_GÓS-tu_di_tra-ba-LHAR.
    c) KUĂ-du_FAS_ka-LOR, es-TO_kŏ_FRI-u.

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Section D — Listening In

1. What Did You Say? (*10 minutes*)

Give your answers in Portuguese for each of the exercises in the preceding section when the Leader calls for them. Do it without reading from the book, if possible. Other members will criticize your choice if they disagree with it. Then give the English equivalents of *all* the expressions in the exercise.

2. Word Study Check-up (*10 minutes*)

Give the correct Portuguese for each English expression in the Word Study without having to read it from the book. If you cannot do this easily, it means you need to put in more work on the Word Study. The Group Leader will give the English and call on different members of the group for the Portuguese.

3. Listening In (*30 minutes*)

With your book closed repeat the Portuguese of the following conversations immediately after the Guide or phonograph record. After each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the Basic Sentences if no one knows. Go through the conversation again with books open, following the same plan as before, imitating carefully and keeping in mind the meaning of everything you say.

(*Phonograph Record V*, 3)

1. *John Jones talks to Mrs. Silva during the party.*

João. — BO-az_NOI-tis, DO-na_ma-RI-a!
SU-a_FÉS-ta_es-TA_MŨI-tu_BO-a!
Dona Maria. — o-bri-GA-da, sior_ZHUÃU.
João. — es-TA_MŨI-tu_a-gra-DA-vé-l_a-KI.
FAZ_MŨI-tu_ka-LO-r_a-GÓ-ra.
Dona Maria. — SẼ-pri_FAS_ka-LO-r_ẽ_zha-NEI-ru.
João. — ma-z_es-TA_FRES-ku_a-KI.
Dona Maria. — es-TA_MŨI-tu_es-KU-ru.

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i_u_A-r_es-TA_pe-ZA-du.
zha_es-TA_sho-VÊ-du?

João. — NÃU, DO-na_ma-RI-a, maz_VAI_sho-VER.
a_si-NHÓ-ra_GÓS-ta_da_SHU-va?

Dona Maria. — GÓS-tu_MAIS_du_SÓL.

João. — BÊ, TE-nhu_ke_vol-TA-r_au_na-VI-u.

Dona Maria. — u_si-nhor_VÓL-ta_ZHA? nãu_KÉR_fi-KAR_MAI-z_ũ_PO-ku?

João. — gos-ta-RI-a_di_fi-KAR, ma-z_é_Ó-ra_di_IR.
a_FÉS-ta_es-TA_MŨI-tu_a-gra-DA-vél.
FI-ku_MŨI-tu_o-bri-GA-du_A_si-NHÓ-ra.

Dona Maria. — u_pra-ZE-r_é_MEU, si-nhor_ZHUÃU.

João. — BO-az_NOI-tis, DO-na_ma-RI-a.

Dona Maria. — a-TÊ_LÓ-gu, si-nhor_ZHUÃU.

(*Phonograph Record V*, 4)

2. *John Jones and José Silva take iced drinks at a sidewalk café.*

José. — KE_ka-LOR, si-nhor_ZHUÃU!

João. — MŨI-tu_ka-LOR, SĨ_si-NHOR!

José. — a-KI SÊ-pri_FAS_ka-LOR.
ẽ_zha-NEI-ru FAZ_MAIS.
ẽ_ZHU-lhu FAS_PO-ku.
mas_FAS_ka-LOR SÊ-pri.
nu-z_es-TA-du-z_u-NI-dus nãu_FAS_ka-LOR?

João. — FAS, maz_NÃU_TO-du_u_TÊ-pu.
ẽ_zha-NEI-ru FAZ_MŨI-tu_FRI-u nu_NÓR-ti_du-z_es-TA-du-z_u-NI-dus.
eu_SO_di_ka-li-FÓR-nia, nu_SUL.
na_ka-li-FÓR-nia nãu_FAZ_MŨI-tu_ka-LOR.
mas_tã-BÊ nãu_FAS_FRI-u.

José. — é_MŨI-tu_a-gra-DA-vél TO-du_u_TÊ-pu!

João. — SĨ, u_TÊ-pu SÊ-pri_é_a-gra-DA-vél.

José. — gos-ta-RI-a_di_ko-nhe-SE-r_a_ka-li-FÓR-nia.

João. — A, a_ka-li-FÓR-nia_é_MŨI-tu_bo-NI-ta!
na_ka-li-FÓR-nia nãu_A_SHU-va.
FAS_SÓL SÊ-pri.

José. — ẽ_sãu_PAU-lu FAS_FRI-u_ẽ_ZHU-lhu.
nu_RRI-u nãu_FAZ_MŨI-tu_FRI-u.
maz_nu_NÓR-ti FAS_ka-LO-r_i_MAIS_ka-LOR.

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3. *Peter Smith engages young Roberto Silva in conversation.*

Pedro. — es-TO kõ ka-LOR!

Roberto. — a-GÓ-ra é TÊ-pu di ka-LOR. nu a-ma-ZO-nas FAZ MŨI-tu MAIS ka-LOR du ke a-KI.

Pedro. — EU nãu KÊ-ru I-r au a-ma-ZO-nas!

Roberto. — di TAR-di es-TA MAIS FRES-ku. i di NOI-ti es-TA a-gra-DA-vél.

Pedro. — SĨ, KUÃ-du u AR nãu es-TA MŨI-tu pe-ZA-du. maz nãu VA-mus fa-LAR du TÊ-pu. u si-NHOR KÊ-R IR ko-MI-gu au si-NE-ma?

Roberto. — KÊ-ru sĩ si-NHOR!

Pedro. — seu a-MI-gu ZHÓR-zhi gos-ta-RI-a di IR tã-BÉ?

Roberto. — gos-ta-RI-a MŨI-tu! u PAI di ZHÓR-zhi nãu GA-nha MŨI-tu. E-li TÊ PO-ku di-NHEI-ru.

Pedro. — E-li nãu é u a-MI-gu ka-RIÓ-ka?

Roberto. — NÃU, si-NHOR; u ka-RIÓ-ka é ma-NUÉL.

Pedro. — ko-NHÊ-si u RRI-u?

Roberto. — ko-NHE-su u RRI-u, SĨ si-NHOR. É u-ma si-DA-di MŨI-tu, MŨI-tu bo-NI-ta.

Pedro. — sãu PAU-lu é MAI-z ĩ-por-TÃ-ti. TÊ MŨI-tas FA-bri-kas.

Roberto. — eu nãu GÓS-tu di FA-bri-kas. u RRI-u nãu TÊ MŨI-tas FA-bri-kas. é MŨI-tu MAIZ bo-NI-tu du ke sãu PAU-lu. eu nãu gos-ta-RI-a di mo-RA-r ẽ sãu PAU-lu. MI-nha ir-MÃ na-IR KÉR mo-RAR nu RRI-u.

Pedro. — A? a si-nho-RI-ta na-IR GÓS-ta du RRI-u?

Roberto. — É-la KÉR SER pro-fe-SO-ra nu RRI-u.

Pedro. — É-la é pro-fe-SO-ra?

Roberto. — NÃU; É-la nãu es-TU-da. É-la GÓS-ta di I-r au si-NE-ma i a FÉS-tas.

Section E — Conversation

1. Covering the Portuguese in Basic Sentences (*15 minutes*)

Cover the Portuguese of the Basic Sentences and practice saying the Portuguese equivalents of the English expressions.

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2. Vocabulary Check-up (*15 minutes*)

Give the Portuguese expressions for the English equivalents in the Basic Sentences as the Leader calls for them.

3. Conversation (*20 minutes*)

As you have done in the Conversation in the previous units, begin to converse by following the model of Listening In fairly closely; then change the situations somewhat.

1. Two persons meet on the street. After the usual inquiries concerning each other's health, they talk about the weather, and then one invites the other to a restaurant. They order food, pay for it, and take leave of each other.
2. Two persons are at home, and two visitors come to call. After greetings and inquiries concerning each other's health, the conversation turns to the hosts' relatives and their whereabouts. Then the visitors ask for the railway station, receive directions, and take their leave.
3. Three men meet on the street; one of them is a stranger to the other two. After greetings and introductions, the three tell each other about their work. Then they take leave of each other.
4. You talk with your uncle about the weather in different parts of Brazil.

By now you have a fair amount of material that you can bring into your conversations. Invent new combinations of subject matter, on models such as these:

Section F — Conversation (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of that section, if necessary.

FINDER LIST

a-GÓ-ra	now	di_NOI-ti	in the evening	es-TAR_BÕ	to be well (*in health*)
a-gra-DA-vél	pleasant	di-ZE-mus	we say	es-TAR_kõ_FRI-u	to be cold
u_AR	the air	es-KU-ru	dark	es-TAR_kõ_ka-LOR	to be warm
BO-az_NOI-tis	good evening	es-TAR_BÊ	to be comfortable	es-TAR_sho-VÊ-du	to be raining

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FAS_FRI-u	it is cold
FAS_ka-LOR	it is warm
FAS_SÓL	it is sunny
a_FÉS-ta	the party
fi-KAR_MŬI-tu_o-bri-GA-du (o-bri-GA-da)	to be much obliged
FRES-ku	cool
u_FRI-u (*noun*)	cool
FRI-u, FRI-a (*adj.*)	cold
IR	to go

u_ka-LOR	heat
ke_NOI-ti !	what a night !
kō	with
ko-MI-gu	with me
KUĂ-du	when
pe-ZA-du	heavy
SE-ku	dry
SĒ-pri	always
sho-VER	to rain
a_SHU-va	rain
u_SÓL	sun

u_TĒ-pu	weather; time
u_TĒ-pu_di_ka-LOR	hot weather
VAI	it goes, it is going; he, she is going; you are going
VAI_sho-VER	it is going to rain
VA-mus	let's
sha-NEI-ru	January
ZHU-lhu	July

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UNIT 6

REVIEW

Section A — What do You Know in Portuguese?

To the Group Leader: This unit is intended to furnish the group with a thorough review of all the work done to date: understanding of vocabulary, use of vocabulary, and grammar. Pronunciation should be the object of attention whenever the students are talking. Either the Guide or, if there is no Guide, the Leader and other students should correct faulty pronunciation.

Section A is a true-false quiz which is to be read to the group by the Guide or played on the phonograph records. Each student is to write the numbers from 1 to 80 on a sheet of paper. After hearing each statement in Portuguese, the students are to mark T opposite the number of that statement if they consider it a true statement, and F if they consider it false. If the students understand the Portuguese they will have no difficulty in deciding whether or not the statements are true or false.

Use the first item in the quiz as a practice item. When you are ready to start, announce "Statement 1," and give the signal to the Guide to begin, or start the phonograph record. The Guide or record will then give the Portuguese statement: "u-z_a-me-ri-KA-nuz_nãu_kõ-pre-Ẽ-dẽ_I-GLES," and will repeat the statement once more. Explain to the group that, since the meaning of this statement is: "Americans do not understand English," they should write an F after the figure 1 on their papers. Then announce "Statement 2" and continue with the Guide or phonograph record. Each statement in Portuguese is to be presented twice. When working with a Guide, continue to call the number of each statement throughout the quiz so that the students will have no trouble keeping the proper place. Take the quiz with the rest of the group.

In the Guide's manual you will find a list giving the correct answers (T or F) for the Portuguese items, together with the English equivalents. After the quiz is over, read to the group the correct answers, T or F, for each item. The students are to check their papers. Find the average number of correct answers per

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student for your group and include your own answers. Any student who gets less than the average number of answers or less than 80% (whichever is higher) correct, needs more thorough study and review of the preceding units.

Use the rest of the period to repeat the Portuguese expressions for which students had the wrong answer and read the English equivalents of these statements if they wish to have them. Be sure that the students understand the meaning of all the items which they got wrong; those are the items on which their vocabulary is weak and needs further study.

THIS UNIT provides several tests which will help you to make sure that you have thoroughly learned the work of the first five units of the course. They will show you what you may need to restudy or review.

Section A is a true-false quiz. After you have marked the numbers 1 to 80 on a sheet of paper, your Leader will have the Guide read, or will play the phonograph records containing a number of statements in Portuguese. As you hear each sentence, decide whether the statement is true or false. Decide whether the statement is *usually* true or *usually* false. Do not go into particular cases. If you think the statement is true, mark T opposite the number corresponding to the number of the sentence that has just been spoken. If you think it is false, mark F opposite the number. The first item will be a practice item and will show you just how you are to proceed with the rest of the sentences.

After you have done this work, the Leader will go through your answers with you as a group, and will tell you which statements are true and which are false. Score your paper, counting one for each correct answer. The Leader will figure out the average score for your group. If your score falls below the average of the group as a whole, you need more study and review of the previous units.

Use the rest of the period to go over the sentences again with your Guide or records. For each item on which you are wrong, be sure that you understand why you are wrong and what the true meaning of the item is.

If you come out well on this quiz, that indicates that you have a pretty good understanding of practically all the work you have covered to date.

SECTION B — PUTTING IT INTO PORTUGUESE

Individual Study: Go through the following English sentences and prepare to say the equivalents for the English at your next group meeting. *Do not write anything down*, but say the Portuguese equivalents out loud and keep

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practicing them aloud until you have the Portuguese down so cold that when the English is fired at you point-blank you can fire the Portuguese right back without any hesitation.

I

1. Where is there a restaurant?
2. There is one to the right.
3. The movie is to the left.
4. Pardon me, where is the hotel?
5. The station is ahead there.
6. Please speak slowly.
7. At what time does the movie begin?
8. The train leaves at two ten.

II

1. How do you say "matches"?
2. I would like a cup of coffee.
3. I want meat and potatoes.
4. What is it that you want?
5. Good morning, how are you (*speaking to a lady*)?
6. Do you understand? I understand, thanks.
7. Do you want water, Mrs. Mary? No, thank you.
8. Here is a cigarette.

III

1. How much is it? Three cruzeiros.
2. Will you accept a glass of beer? I'll accept.
3. Mr. Peter is not married.
4. Miss Nair has no fiancé. I have four children.
5. Who is this gentleman?
6. Mr. Silva is a business clerk.
7. The farmer does not work in an office.
8. What do you do?

IV

1. São Paulo is cooler than Rio.
2. Rio is larger than Natal.
3. Do you know Mr. Peter? I know Mr. Peter's brother.
4. Do you like beer? I like coffee better.
5. My aunt's daughter is my cousin.
6. She lives in an important city of the South.
7. In July it is cold at night.
8. Do you want to go to the movies with me?

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V

1. The pleasure is all mine.
2. Manuel wants to be a doctor on a ship.
3. I like the United States, but I want to stay in Brazil.
4. Now it is sunny.
5. The party is nice (good).
6. Let's talk Portuguese like the Brazilians.
7. I study Portuguese with much pleasure.
8. Peter likes to study with a pretty teacher.
9. The United States are large, but Brazil is larger.

Section C — How Do You Say It?

To the Group Leader: Simply follow the directions given below.

This Section is a drill on the work you have done in Section B of this unit. Keep your book closed. The Leader will call on members of the group (but not in any fixed order) to speak the Portuguese equivalents of the English sentences given in Section B. The work must be kept moving rapidly, and interest should never lag. If the Guide is present he is to listen and correct your pronunciation and expressions.

This section is intended to give you a check on your ability to use the vocabulary you have learned.

Section D — Putting It into Portuguese

Individual Study: For outside preparation or individual work in class time.

Go through these English sentences and prepare to say the equivalents for the English, just as you did in Section B of this unit. Do not write anything down, but have everything well fixed in your mind, and ready to speak in the next group meeting.

I

1. What time is it?
2. It is one o'clock.
3. It is two o'clock.
4. It is time to eat.
5. Two and five are seven.
6. One and nine are ten.
7. This is my friend, Mr. Jones.
8. This is my mother, Mrs. Mary Silva.

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1. My son's name is Robert.
2. My children are called Joseph and George.
3. These are my friends.
4. Are you from New York?

II

5. I present Mr. Silva.
6. I am an aviator.
7. Robert is a Brazilian.
8. I study Portuguese.

III

1. You speak English well.
2. He works hard.
3. She talks much.
4. The sailors don't earn much.

5. Do you gentlemen work?
6. The (women) friends of the teacher are here.
7. I want to work and earn much money.
8. I live in the North.

IV

1. This city is in the United States.
2. John works in the factory.
3. Mr. Carr lives in Portugal.
4. Nair wants to return to Rio.

5. I return to the United States.
6. I want to go to the movies.
7. Manuel's father has a large factory.
8. São Paulo is a large and important city.

V

1. The city of Rio is pretty and important also.
2. Manuel is a Cariocan; his sister is a Cariocan too.
3. The sunshine is agreeable; the rain is cold.
4. It is raining; I am cold.
5. In Brazil it is warm in January.
6. Let's talk about the weather.

7. When it is dark we say "Good evening."
8. When the air is heavy it is going to rain.
9. In hot weather the employee in the office doesn't want to work.
10. It is pleasant to talk with the young ladies.
11. "My Brazil, now and always," says the Brazilian soldier.

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Section E — How Do You Say It?

To the Group Leader: Simply follow the directions given below.

As in Section C, the Leader will go around the group and ask various members to supply (with books closed) the Portuguese equivalents for the sentences given in Section D. If the Guide is present, he will listen and correct pronunciation and expressions.

This section is intended to give you a check on your understanding of the way the language is built and functions.

Section F — Conversation

The members of the group will carry on short conversations lasting not more than one or two minutes, in which the entire contents of the preceding units should be used. Everyone should have a chance to take part as many times as possible. The situations of the conversations should be varied and combined as much as possible. Each conversation should begin with greetings and inquiries after each other's health, and should end with formal leave-taking. Here are just a few out of many possibilities for conversations.

1. Meeting friends on the street.
   (Include: questions about each other's health, health of parents, health of children.)
2. Meeting a stranger and introducing oneself.
   (Include: statement of names, nationalities, occupations.)
3. Ordering in the restaurant.
   (Include: ordering food and drink, asking the name of a simple item of food or drink, asking price and paying.)
4. Welcoming friends and chatting about the weather.
   (Include: questions about health, statements about sunshine, rain, being warm, etc.)
5. Asking for directions and the time the train leaves.
   (Include: questions and answers on the whereabouts of hotel, restaurant, or toilet; question and answer on the whereabouts of railroad station; question and answer about time train leaves.)
6. Exchanging information about one's home.
   (Include: questions about each other's origin, answers about location of homes and city from which one comes.)

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7. Conversing about the weather in different cities.
   (Include: questions about the type of weather in different months in the various cities from which the soldiers come, comparison of the climates, complaints about the weather, etc.)
8. Talking about one's relatives and their whereabouts.
   (Include: questions and answers about one's relatives, their homes in various countries, languages they speak.)
9. Inquiring about a movie and how to get to it.
   (Include: questions about the place of a movie, the time it starts, whether it is good, whether the person wants to go.)
10. Conversing about trades.
    (Include: questions about the type of work one does, the work of one's friends, the things produced where one works.)

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GETTING A ROOM

To the Group Leader and Members of the Group: The pattern for each unit has been set in Units 2–6 of Part One. From now on no detailed instructions will be given for any section unless the plan of work for that particular section departs from the customary procedure. If you are in doubt as to the correct procedure at any given point, turn back to the corresponding section of Unit 2 where directions are given in full.

You will notice that the ordinary or conventional spelling is given here for the first time. Pay no attention to it the first time you repeat the Basic Sentences. You will find further instructions in the Hints on Pronunciation.

You will notice also that henceforth, in the Aids to Listening, the hyphens are no longer included.

SECTION A — BASIC SENTENCES

(*Phonograph Record VII*, 1)

Dona Maria Silva helps John Jones find a place to live in town.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
John Jones	*ZHUÃU_ZHOnis*	*João Jones*
Dona Maria, I have to live in town.	DOna_maRIa, TEnhu_ke_moRAR na_siDAdi.	Dona Maria, tenho que morar na cidade.
expensive	KAru	caro
The hotel is expensive.	u_oTÊl_é_KAru.	O hotel é caro.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
room And besides it hasn't a room.	KUARtu i_tãBÉ nãu_TÊ_KUARtu.	quarto E também não tem quarto.
house I'd like to have a room in the house of one of your friends.	KAza gostaRIa di_TER_ũ_KUARtu na_KAza di_ũ_di_seuz_aMIgus.	casa Gostaria de ter um quarto na casa de um de seus amigos.
Dona Maria	*DOna_maRIa*	*Dona Maria*
boardinghouse who, which, that I have a friend who has a boarding-house.	a_pẽSÃU ke TEnhu_uma_aMIga ke_tẽ_uma_pẽSÃU.	a pensão que Tenho uma amiga que tem uma pensão.
to think that I think she has a room.	pẽSAR ke PÊsu ke_éla_tẽ_ũ_KUARtu.	pensar que Penso que ela tem um quarto.
it is for you Is it for you and Mr. Smith?	é_PAra_u_siNHOR é_para_u_siNHOR i_u_sinhor_PEdru?	é para o senhor É para o senhor e o senhor Pedro?
John Jones	*ZHUÃU_ZHOnis*	*João Jones*
Let's go to Dona Ana's house.	VAmuz A_KAza_di_DOna_Ana.	Vamos à casa de dona Ana.
we want to see We want to see the room.	keREmus_VER keREmus_VER_u_KUARtu.	queremos ver Queremos ver o quarto.
Ana Ferreira	*Ana_feRREIra*	*Ana Ferreira*
board Do you want a room with board?	pẽSÃU KÊR_KUARtu kõ_pẽSÃU?	pensão Quer quarto com pensão?

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
John Jones	*ZHUÃU_ZHOnis*	*João Jones*
Yes, ma'am, we do.	SĨ_siNHÓra, keREmus.	Sim, senhora, queremos.
Ana Ferreira	*Ana_feRREIra*	*Ana Ferreira*
you people can see	PÓdẽ_VER	podem ver
the furniture	a_moBIlia	a mobília
You can see: the furniture is good.	PÓdẽ_VER: a_moBIlia_é_BOa.	Podem ver: a mobília é boa.
two beds	DUas_KAmas	duas camas
There are two beds;	A_DUas_KAmas;	Há duas camas;
two tables	DUaz_MEzas	duas mesas
two tables where you can work.	DUaz_MEzas Õdi_PÓdẽ_trabaLHAR.	duas mesas onde podem trabalhar.
toilet table	a_MEza_di_twaLÊti	a mesa de toilete
a mirror	ũ_esPElhu	um espelho
The dressing table has a good mirror.	a_MEza_di_twaLÊti TÊ_ũ_BÕ_esPElhu.	A mesa de toilete tem um bom espelho.
	(Phonograph Record VII, 2)	
the closet	u_arMAriu	o armário
The closet is large.	u_arMAriu_é_GRÃdi.	O armário é grande.
John Jones	*ZHUÃU_ZHOnis*	*João Jones*
And it has a larger mirror.	i_TÊ_ũ_esPElhu_maIÓR.	E tem um espelho maior.
the light	a_LUS	a luz
The light is good.	a_LUZ_é_BOa.	A luz é boa.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Ana Ferreira	*Ana_feRREIra*	*Ana Ferreira*
the window	a_zhaNÊla	a janela
The room has four windows.	u_KUARtu TÊ_KUAtru_zhaNÊlas.	O quarto tem quatro janelas.
the sun gives on this window in the morning	u_SÓL DA_NÊSta_zhaNÊla di_maNHÃ	o sol dá nesta janela de manhã
The sun strikes this window in the morning.	u_SÓL DA_NÊSta_zhaNÊla di_maNHÃ.	O sol dá nesta janela de manhã.
But it is always cool.	maz_esTA_SÊpri_FRESku.	Mas está sempre fresco.
electric lights	LUziz_eLÊtrikas	luzes elétricas
There are three electric lights.	A_TRES_LUziz_eLÊtrikas.	Há três luzes elétricas.
Dona Maria	*DOna_maRIa*	*Dona Maria*
bathroom *or* bathtub lavatory	u_baNHEIru u_lavaTÓriu	o banheiro o lavatório
Here is the bathroom, the toilet, and lavatory.	aKI_esTA_u_baNHEIru, a_priVAda, i_u_lavaTÓriu.	Aquí está o banheiro, a privada, e o lavatório.
John Jones	*ZHUÃU_ZHOnis*	*João Jones*
hot water	a_Agua_KÊti	a água quente
Do you have hot and cold water?	TÊ Agua_KÊti_i_FRIa?	Tem água quente e fria?
Ana Ferreira	*Ana_feRREIra*	*Ana Ferreira*
I have, yes, sir.	TEnhu, sĩ_siNHOR.	Tenho, sim senhor.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
John Jones	*ZHUÃU_ZHOnis*	*João Jones*
you give the clothes of bed Do you furnish bedclothes?	a_siNHÓra_DA a_RROpa_di_KAma a_siNHÓra_DÁ a_RROpa_di_KAma?	a senhora dá a roupa de cama A senhora dá a roupa de cama?
Ana Ferreira	*Ana_feRREIra*	*Ana Ferreira*
I give I furnish the bedclothes.	DO DO a_RROpa_di_KAma.	dou Dou a roupa de cama.
you see clean You see that the bed is clean.	u_siNHOR_VE LĬpu u_siNHOR_VE ke_a_KAma esTA_LĬpa.	o senhor vê limpo O senhor vê que a cama está limpa.
John Jones	*ZHUÃU_ZHOnis*	*João Jones*
we see We see it's a good room.	VEmus VEmus ke_u_KUARtu_é_BÕ.	vemos Vemos que o quarto é bom.
tired It's a good bed, and I'm tired.	kãSAdu a_KAma_é_BOa, i_eu_esTO_kãSAdu.	cansado A cama é boa, e eu estou cansado.
to rest I'd like to rest now.	deskãSAR gostaRIa_di_deskãSAR aGÓra.	descansar Gostaria de descansar agora.
	(*Phonograph Record VII*, 3)	
I can But I can't. I have to get back.	PÓsu maz_nãu_PÓsu. TEnhu_ke_volTAR.	posso Mas não posso. Tenho que voltar.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Dona Maria	*DOna_maRIa*	*Dona Maria*
you gentlemen are going I think you're going to be comfortable here.	us_siNHO-ris_VÃU PẼsu ke_VÃU_esTAR_BẼ aKI.	os senhores vão Penso que vão estar bem aquí.
Ana Ferreira	*Ana_feRREIra*	*Ana Ferreira*
you are in your house Make yourselves at home.	esTÃU_ẽ_SUa_KAza us_siNHORiz esTÃU_ẽ_SUa_KAza.	estão em sua casa Os senhores estão em sua casa.
since how much time you are here How long have you been here?	A_KUÃtu_TẼpu us_siNHOriz_esTÃU_aKI A_KUÃtu_TẼpu esTÃU_aKI?	há quanto tempo os senhores estão aquí Há quanto tempo estão aquí?
John Jones	*ZHUÃU_ZHOnis*	*João Jones*
since much time We have been here for a long time.	A_MŨItu_TẼpu esTAmuz_aKI A_MŨItu_TẼpu.	há muito tempo Estamos aquí há muito tempo.
Ana Ferreira	*Ana_feRREIra*	*Ana Ferreira*
my husband My husband likes Americans.	meu_maRIdu meu_maRIdu_GÓSta duz_ameriKAnus.	meu marido Meu marido gosta dos americanos.
to remain pleased He's going to be pleased.	fiKAR_kõTẼti Eli_VAI_fiKAR_kõTẼti.	ficar contente Êle vai ficar contente.
the telephone I have a telephone, too.	u_teleFOni tãBẼ TEnhu_teleFOni.	o telefone Também tenho telefone.
you can You can talk with your friends.	u_siNHOR_PÓdi PÓdi_faLAR kõ_seuz_aMIgus.	o senhor pode Pode falar com seus amigos.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
small	piKEnu	pequeno
girl friend	a_piKEna	a pequena
And with your girl friends.	i_kõ_SUas_piKEnas.	E com suas pequenas.
Dona Maria	*DOna_maRIa*	*Dona Maria*
Mr. Jones is married.	u_sinhor_ZHUÃU é_kaZAdu.	O senhor João é casado.
Ana Ferreira	*Ana_feRREIra*	*Ana Ferreira*
And his friend, too?	i_seu_aMIgu tãBẼ?	E seu amigo também?
John Jones	*ZHUÃU_ZHOnis*	*João Jones*
No, Peter isn't married.	NÃU, PEdru_nãu_é_kaZAdu.	Não, Pedro não é casado.
And he's not engaged.	i_nãu_é_NOIvu.	E não é noivo.
Ana Ferreira	*Ana_feRREIra*	*Ana Ferreira*
And I haven't any daughters!	i_EU nãu_TEnhu_FIlhas!	E eu não tenho filhas!
John Jones	*ZHUÃU_ZHOnis*	*João Jones*
we are going	VAmus	vamos
We're going to be very comfortable here.	VAmuz_esTAR MŨItu_BẼ aKI.	Vamos estar muito bem aquí!
I remain with	FIku_kõ	fico com
I'll take the room.	FIku kõ_u_KUARtu.	Fico com o quarto.

Hints on Spelling

Individual Study: From this unit on, we are presenting the Portuguese material not only in the simplified spelling used in the Aids to Listening, but in conventional Portuguese spelling as well. We have not given the conventional

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spelling before now, because the idea was that you should get firm habits of correct pronunciation, and learn the language "by sound." From now on, when listening to the Guide and imitating, keep your eyes on the column containing the conventional spelling. If you have any difficulty in pronouncing, check with the center column, which contains the Aids to Listening, for a closer representation of the sound.

1. *Vowel Letters* in conventional spelling are in general the same as those used in Aids to Listening. However, make special note of the following differences:

a) There is usually no indication in conventional spelling as to whether **e** and **o** are open (as in *let* and *cloth*), which heretofore we have indicated with the slant line **é** and **ó**, or closed (as in *they* and *close*). Thus *o-TÉL*, "hotel," is written *hotel; Ó-ra*, "hour," is written *hora; KÉ-ru, ke-RÉ-mus*, "I want," "we want," are written *quero, queremos.* You will need to keep your ears open to notice and remember these differences as you go on from here.

b) Portuguese words regularly have their stress on the next-to-the-last syllable, except for words ending in **–l, –r, –z,** and nasal vowels or combinations (see exception under Nasal Vowels). *Examples: apresento* a-pre-ZÊ-tu, *senhorita* si-nho-RI-ta, *telefone* te-le-FO-ni; *trabalhar* tra-ba-LHAR, *Brasil* bra-ZIL, *Nair* na-IR, *irmão* ir-MÃU. So far we have indicated the stressed syllable by using capitals, and we shall continue to do so in the Aids to Listening for the next group of lessons, but you will have to begin noticing the principles that govern the stress. Whenever the stress is not on the next-to-the-last syllable, the stressed syllable is marked with a stress mark in traditional spelling. This is usually the slant line if the stressed vowel is an **a, i, u,** or open **e** and **o**. *Examples:* Glória, escritório (**ri** and **o** or **a** count as separate syllables in spelling), elétrico, também, aquí, até, fósforo.

If, however, the stressed syllable (when it is *not* the next-to-the-last syllable) is a closed **e** or **o**, it is written **ê** and **ô**. *Examples:* português, inglês, você, residência, Antônio, Nhonhô.

c) The unstressed **i**, especially at the end of words, is written **e** in traditional spelling: *PÔdi*, "he can," is written *pode; siNHOR*, "sir," is written *senhor; di_NOIti*, "at night," is written *de noite.* The unstressed **u**, especially at the end of words, is written **o**: *a-MI-gu*, "friend," is written *amigo; TEnhu*, "I have," is written *tenho.* However, go on pronouncing these words as you learned them, by sound, and not necessarily the way they look.

2. *Nasal Vowels* are written two ways in conventional spelling. In the middle of a word, a nasal vowel is usually represented by a vowel letter with an **m** or **n** in the same syllable; at the end of a word, by a vowel letter followed by **m** or by a vowel letter with the wavy line (~) over it. *Examples: ĩ-por-TÃ-ti*, "important," is written *importante; kõ-pre-Ẽ-du*, "I understand," is written *compreendo;* **ir-***MÃU*, "brother," *irmão; tãBẼ*, "also," *também.*

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Whenever a word ends in a nasal written with a wavy line (~), that last syllable is the stressed syllable. *Examples: maNHÃ*, "morning," written *manhã; pẽSÃU*, "boarding-house," *pensão*. Words that in traditional spelling end in **–am** or **–em** do not have the stress on the last syllable unless a special mark is used to indicate it, as in *também*. Thus *falam*, "they speak," is pronounced *FA-lãu; comem*, "they eat," is pronounced *KO-mẽ*.

Section B — Word Study and Review of Basic Sentences

1. Word Study

COMMENT 1

"Let's" in Portuguese

Vamos estar muito bem aquí.	VAmuz_esTAR_MŨItu_BẼ aKI.	*We are going* to be very comfortable here.
Vamos falar do cinema.	VAmus_faLAR_du_siNEma.	*Let's talk* about the movies.
Vamos à casa de dona Ana!	VAmuz A_KAza_di_DOna_Ana!	*Let's go* to Dona Ana's house!

Vamos, in the first place, is the "we" form of the verb *ir*, "to go," meaning "we go" or "we are going." In this same meaning, it is used before an infinitive to say, as in English, "We are going to be comfortable" in the sense of "We expect to be comfortable."

Then it is used before an infinitive, in an exclamation type of sentence, to mean "let's," as in *Vamos falar do cinema*. Note that when you want to say "let's go," you simply say *vamos: Vamos à casa de dona Ana.*

COMMENT 2

Verbs in –ER

Muito prazer em conhecer.	MŨItu_praZER ẽ_konheSER.	Pleased to know you.
Gostaria de ter um quarto.	gostaRIa_di_TER ũ_KUARtu.	I would like to have a room.
Podem ver; a mobília é boa.	PÔdẽ_VER; a_moBIlia_é_BOa.	You can see; the furniture is good.
Quer ir ao cinema comigo?	KÉR_Ir au_siNEma_koMIgu?	Do you want to go to the movie with me?
Vemos que o quarto é bom.	VEmus_ke_u_KUARtu é_BÕ.	We see that it is a good room.

There are not so many verbs whose infinitives end in *–ER* as there are verbs ending in *–AR*. They are not so generally regular, either. Whenever a new *–ER* verb appears, check in the Finder List to see if it is marked *regular*. If so, the endings for the Present Tense will be as follows:

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(Eu) *como* num bom restaurante.	(eu)_KOmu nũ_BÕ_rrestauRÃti.	I eat in a good restaurant.
O senhor *come* carne.	u_siNHOR_KOmi_KARni.	You eat meat.
Êle não *come* quando está cansado.	Eli_nãu_KOmi KUÃdu_esTA_kãSAdu.	He doesn't eat when he is tired.
Ela *come* muito.	Êla_KOmi_MŨItu.	She eats a lot.
Êles *comem* no navio.	Elis_KOmẽ_nu_naVIu.	They eat on the ship.
Elas *comem* em casa.	Êlas_KOmẽ_ẽ_KAza.	They (*ladies*) eat at home.
(Nós) *comemos* na cidade.	(nós) koMEmuz_na_siDAdi.	We eat in town.
Os senhores *comem* em Nova York?	us_siNHOris_KOmẽ ẽ_NÔva_IÓRki?	Do you gentlemen eat in New York?

Of the verbs you have had, *comer*, *compreender*, and *conhecer* have regular endings for *–er* verbs. On the model above you can easily make the proper forms for other *–er* verbs if you know they are regular. Other verbs are irregular, as you can see in the following:

dizer (diZER), *to say*

eu digo	eu_DIgu	I say
o senhor diz	u_siNHOR_DIS	you say
êle, ela diz	Eli, Êla_DIS	he, she says
os senhores dizem	us_siNHOriz_DIzẽ	you say
êles, elas dizem	Elis, Êlaz_DIzẽ	they say
nós dizemos	nóz_diZEmus	we say

ver (VER), *to see*

eu vejo	eu_VEzhu	I see
o senhor vê	u_siNHOR_VE	you see
êle, ela vê	Eli, Êla_VE	he, she sees
os senhores vêem	us_siNHOriz_VEẽ	you see
êles, elas vêem	Elis, Êlaz_VEẽ	they see
nós vemos	nóz_VEmus	we see

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querer (keRER), *to want*

eu quero	eu_KÉru	I want
o senhor quer	u_siNHOR_KÉR	you want
êle, ela quer	Ele, Éla_KÉR	he, she wants
os senhores querem	us_siNHOris_KÉrẽ	you want
êles, elas querem	Elis, Élas_KÉrẽ	they want
nós queremos	nós_keRÉmus	we want

fazer (faZER), *to do, make*

eu faço	eu_FAsu	I do
o senhor faz	u_siNHOR_FAS	you do
êle, ela faz	Eli, Éla_FAS	he, she does
os senhores fazem	us_siNHOris_FAzẽ	you do
êles, elas fazem	Elis, Élas_FAzẽ	they do
nós fazemos	nós_faZÉmus	we do

poder (poDER), *to be able*

eu posso	eu_PÓsu	I can
o senhor pode	u_siNHOR_PÓdi	you can
êle, ela pode	Eli, Éla_PÓdi	he, she can
os senhores podem	us_siNHOris_PÓdẽ	you can
êles, elas podem	Elis, Élas_PÓdẽ	they can
nós podemos	nós_poDÉmus	we can

Some of the verbs which occur most frequently are irregular. In the units already studied you have met most of these forms of *dizer*, *fazer*, *querer*, and *poder*. *Digo* for "I say"; *faço* for "I do" and *vejo* for "I see" are new to you.

You will find that the plural of irregular verbs is frequently regular, and that the most unreliable form is the one for "I."

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COMMENT 3

Observe the expressions of time in the following from the Basic Sentences:

Está mais fresco agora de noite.	esTA_MAIS_FRESku_aGÓra di_NOIti.	It is cooler now in the evening.
O sol dá nesta janela de manhã.	u_SÓL DA_NÉSta_zhaNÉla di_maNHÃ.	The sun strikes this window in the morning.

"In the evening," and "in the morning" are expressed by *de noite* and *de manhã* respectively. Likewise, "in the afternoon" would be expressed by *de tarde,* as for example:

De tarde faz calor.	di_TARdi_fas_kaLOR.	In the afternoon it is warm.

COMMENT 4

Há duas camas.	A_DUas_KAmas.	There are two beds.
Há três luzes elétricas.	A_TRES_LUziz_eLÊtrikas.	There are three electric lights.
Há quanto tempo estão aquí?	A_KUÃtu_TÊpu esTÃU_aKI?	How long have you been here?
Estamos aquí há muito tempo.	esTAmuz_aKI A_MŨItu_TÊpu.	We have been here for a long time.

In the very first unit you had *há* (pronounced *A*) meaning "there is" or "there are," as in the first two illustrations. Now you find it in an interesting expression of time: *há,* "there is" or "there are," *plus* some indication of time such as *muito tempo, plus* a verb in the present ***equals*** the English "I have been doing something for so much time."

2. Covering English and Portuguese of Word Study

Individual Study: Give the English equivalents of all Portuguese expressions in the Word Study and the Portuguese for all the English.

3. Review of Basic Sentences

Further oral practice with the first part of the Basic Sentences.

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Section C — Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the Basic Sentences.

2. Covering the English of Basic Sentences

Individual Study: Check your knowledge of the meaning of all words and phrases in the Basic Sentences.

3. What Would You Say?

I

1. *You need a place to stay for a few days. You say to the hotel clerk:*

a) nãu_KÊru_fiKAR nu_seu_oTÊL.	Não quero ficar no seu hotel.
b) ESti_oTÊL_tẽ_teleFOni?	Êste hotel tem telefone?
c) u_siNHOR_tẽ_ũ_KUARtu?	O senhor tem um quarto?

2. *Then you ask about the price:*

a) KUÃtu_É?	Quanto é?
b) u_oTÊL_FAZ_MŨItu_diNHEIru?	O hotel faz muito dinheiro?
c) KUÃtus_KUARtus_A nu_oTÊL?	Quantos quartos há no hotel?

3. *You ask about water accommodations:*

a) u_oTÊL_TÊ_MŨItas_MEsas?	O hotel tem muitas mesas?
b) TÊ_Agua_KÊti_i_FRIa?	Tem água quente e fria?
c) a_moBIlia_é_GRÃdi?	A mobília é grande?

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4. *Before you sign, ask to see the room:*

a) PÓdi_VER_u_KUARtu?	Pode ver o quarto?
b) PÓsu_deskãSAR_nu_KUARtu?	Posso descansar no quarto?
c) PÓsu_VER_u_KUARtu?	Posso ver o quarto?

5. *In the room, you want to know if the bed is clean:*

a) MInha_siNHÓra_esTA_aKI?	Minha senhora está aquí?
b) a_KAma_esTA_LÍpa?	A cama está limpa?
c) A_KAma_esTA_nu_arMAriu?	A cama está no armário?

6. *If you shave yourself, see if the room has a good mirror:*

a) TÊ_ũ_BÕ_esPElhu u_KUARtu?	Tem um bom espelho o quarto?
b) a_RRÓpa_di_KAma esTA_nu_lavaTÓriu.	A roupa de cama está no lavatório.
c) az_LUziz_eLÉtrikas sãu_KAras.	As luzes elétricas são caras.

7. *If you're staying longer, and want a boardinghouse, ask a friend:*

a) koNHÉsi_Jack_Doyle, ke_MÓra nu_oTÉL?	Conhece Jack Doyle, que mora no hotel?
b) PÓdi_mi_DAR ũ_POku_di_diNHEIru?	Pode me dar um pouco de dinheiro?
c) Õdi_A_uma_BOa_pẽSÃU?	Onde há uma boa pensão?

8. *In a warm country it is important to know if:*

a) u_baNHEIru_é_boNItu?	O banheiro é bonito?
b) u_KUARtu_é_FRESku?	O quarto é fresco?
c) FÁS_kaLOR nuz_esTAduz_uNIdus?	Faz calor nos Estados Unidos?

9. *You tell the landlady that you plan to eat out:*

a) KÉru_KUARtu_kõ_pẽSÃU.	Quero quarto com pensão.
b) KÉru_ũ_KUARtu maz_VO_koMER na_siDAdi.	Quero um quarto, mas vou comer na cidade.
c) KÉru_koMER_na_pẽSÃU.	Quero comer na pensão.

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10. *After arrangements are made, you decide that you will be comfortable there:*

a) FIku_kõ_u_KUARtu maz_nãu_GÓStu da_siNHÓra_da_KAza. — Fico com o quarto, mas não gosto da senhora da casa.

b) as_FIlhas_da_KAza_FAlãu_MŨItu. — As filhas da casa falam muito.

c) PẼsu_ke_VO_esTAR_BÊ aKI. — Penso que vou estar bem aquí.

II

Test yourselves to see whether you know the verb forms given in the Word Study so you can think of them readily:

1. Êle (*says*) que (*he eats*) na cidade. — Eli ____ ke ____ na_siDAdi.
2. Os senhores (*know*) o Pedro? — us_siNHOris ____ u_PEdru?
3. Quando (*I see*) uma moça bonita, (*I say*): « Que moça bonita! » — KUÃdu ____ uma_MOsa_boNIta, ____ « KE_MOsa_boNIta! »
4. (*I can*) ir com o senhor. — ____ IR kõ_u_siNHOR.
5. O senhor não (*can*) ir comigo. — u_siNHOR nãu ____ IR_koMIgu.
6. Êles (*can*) voltar ao navio. — Elis ____ volTAR_au_naVIu.
7. Nós (*say*): « Que calor! » — NÓS ____ « KE_kaLOR! »
8. (*I make*) a cama com roupa de cama limpa. — ____ a_KAma kõ_RROpa_di_KAma LĨpa.
9. Quando (*we are*) cansados, (*we want*) descansar. — KUÃdu ____ kãSAdus, ____ deskãSAR.
10. Êles não (*understand*) quando (*I say*) « pensão » . — Elis nãu ____ KUÃdu ____ « põSÃU » .
11. Êles (*see*) as pequenas. — Elis ____ as_piKEnas.
12. (*We see*) que os senhores (*know*) a cidade de Nova York. — ____ ke_us_siNHOris____ a_siDAdi_di_NÓva_IÓRki.
13. Êla (*sees*) o navio do irmão? — Êla ____ u_naVIu_du_irMÃU?
14. Não (*we can*) morar no navio. — nãu ____ moRAR_nu_naVIu.
15. (*They say*) que esta pensão não é boa. — ____ ke_ÊSta_põSÃU nãu_é_BOa.
16. (*We make*) a toilete de manhã. — ____ a_twaLÊti di_maNHÃ.

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Section D — Listening In

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercises as the Leader calls for them.

2. Word Study Check-up

Give the Portuguese for all English equivalents in the Word Study as the Leader calls for it.

3. Listening In

(*Phonograph Record VII*, 4)

1. *John Jones tells Peter Smith about the room he has rented.*

ZHUÃU. — TEnhu_ũ_KUARtu para_NÓS!
kõ_moBÍlia_i_pẽSÃU.
PEdru. — u_KUARtu_é_BÕ?
ZHUÃU. — É_MŨItu_BÕ!
É_na_KAza di_uma_aMIga di_DOna_maRIa.
Êla_si_SHAma DOna_Ana.
É_MŨItu_BOa i_agraDAvél.
PEdru. — Êla_TÊ_FIlhus?
ZHUÃU. — FIlhas? NÃU, nãu_TÊ_FIlhas!
EU_VO_esTAR_MŨItu_BÊ aLI.
as_sinhoRItaz_braziLEIras FAlãu_MŨItu!
PEdru. — TÔdaz_as_sinhoRItas FAlãu_MŨItu!
maz_é_agraDAvél faLAR_kõ_Élas.
KOmu_é_u_KUARtu?

João. — Tenho um quarto para nós!
Com mobília e pensão.
Pedro. — O quarto é bom?
João. — É muito bom!
É na casa de uma amiga de dona Maria.

Ela se chama dona Ana.
É muito boa e agradável.
Pedro. — Ela tem filhos?
João. — Filhas? Não, não tem filhas!
Eu vou estar muito bem alí.
As senhoritas brasileiras falam muito!
Pedro. — Tôdas as senhoritas falam muito!
Mas é agradável falar com elas.
Como é o quarto?

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ZHUÃU. — u_KUARtu_é_GRÃdi; é_FRESku.
TÊ_BOa_LUS: KUAtru_zhaNÉlas.
PEdru. — DOna_Ana TÊ_teleFOni?
ZHUÃU. — TÊ; PÔdi_faLAR kõ_SUas_piKEnas.
DOna_Ana DA_a_RROpa_di_KAma.
u_baNHEIru_TÊ_Agua_KÊti.
as_KAmas sãu_BOas, i_esTÃU_LĨpas.
PEdru. — VAmuz_esTAR MŨItu_BÊ!

João. — O quarto é grande; é fresco.
Tem boa luz: quatro janelas.
Pedro. — Dona Ana tem telefone?
João. — Tem; pode falar com suas pequenas.
Dona Ana dá a roupa de cama.
O banheiro tem água quente.
As camas são boas, e estão limpas.
Pedro. — Vamos estar muito bem!

2. *Dona Ana's husband, Antonio Matos, comes home in the evening and meets his new roomers.*

Ana. — TEnhu_DOIZ_mariNHEIruz_ameriKAnus PAra_u_KUARtu.
ãTOniu. — GÓSta_DElis?
Ana. — sãu_BÕZ_MOsus.
PÊsu ke_VAmuz_gosTAR_DElis.
KÊru_aprezẽTAR_meu_maRIdu, ãTOniu_MAtus.
ZHUÃU. — MŨItu_praZER, sinhor_ãTOniu.
esTAmuz_MŨItu_kõTÊtis aKI.
gosTAmuz_MŨItu da_SUa_KAza.
ãTOniu. — us_siNHOriz_GÓStãu du_KUARtu?
ZHUÃU. — esTAmuz_MŨItu_BÊ, obriGAdu.
i_DOna_Ana é_MŨItu_BOa para_NÓS.
u_sinhor_KÉR_VER KOmu_esTAmuz_BÊ?
ãTOniu. — us_siNHOriz_esTÃU ẽ_SUa_KAza.
ZHUÃU. — esTAmuz_ẽ_KAza, sĩ_siNHOR!
ãTOniu. — a_LUZ é_BOa, para_u_siNHOR_estuDAR?
ke_É ke_us_siNHOriz_esTUdãu?

Ana. — Tenho dois marinheiros americanos para o quarto.
Antônio. — Gosta dêles?
Ana. — São bons moços.
Penso que vamos gostar dêles.
Quero apresentar meu marido, Antônio Matos.
João. — Muito prazer, senhor Antônio.
Estamos muito contentes aquí.
Gostamos muito da sua casa.
Antônio. — Os senhores gostam do quarto?
João. — Estamos muito bem, obrigado.
E dona Ana é muito boa para nós.
O senhor quer ver como estamos bem?
Antônio. — Os senhores estão em sua casa.
João. — Estamos em casa, sim senhor!
Antônio. — A luz é boa, para o senhor estudar?
Que é que os senhores estudam?

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ZHUÃU.	— estuDAmus portuGES.	*João.*	— Estudamos português.
ãTOniu.	— maz u siNHOR zha FAla BÊ!	*Antônio.*	— Mas o senhor já fala bem!
	DÊSta zhaNÊla u siNHOR PÔdi VER a siDAdi.		Desta janela o senhor pode ver a cidade.
	é piKEna maz é boNIta.		É pequena, mas é bonita.
	nãu A MÚItu para VER.		Não há muito para ver.
	ÊSta é SUa siNHÓra?		Esta é sua senhora?
	sãu seus FIlhuz aKI na MEza?		São seus filhos aquí na mesa?
	SUa siNHÓra é boNIta!		Sua senhora é bonita!
	Ôdi esTA a piKEna du sinhor PEdru?		Onde está a pequena do senhor Pedro?
	u sinhor PEdru nãu TÊ piKEna nuz esTAduz uNIdus?		O senhor Pedro não tem pequena nos Estados Unidos?
ZHUÃU.	— aGÓra Eli nãu TÊ piKEna nuz esTAduz uNIdus.	*João.*	— Agora êle não tem pequena nos Estados Unidos.
ãTOniu.	— A! GÓSta daz braziLEIras!	*Antônio.*	— Ah! Gosta das brasileiras!
	BÊ, us siNHOris KÊrẽ estuDAR i deskãSAR.		Bem, os senhores querem estudar e descansar.
ZHUÃU.	— EU nãu esTO kãSAdu, mas PEdru esTA!	*João.*	— Eu não estou cansado, mas Pedro está!
	Eli VAI para a KAma aGÓra.		Êle vai para a cama agora.
	EU VO estuDAR.		Eu vou estudar.
ãTOniu.	— boa NOIti!	*Antônio.*	— Boa noite!
ZHUÃU.	— boaz NOItis, sinhor ãTOniu!	*João.*	— Boas noites, senhor Antônio!

Section E — Conversation

1. Covering the Portuguese of Basic Sentences

Individual Study: With the Portuguese covered, practice until you can speak the Portuguese for each English sentence without hesitation.

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2. Vocabulary Check-up

Give the Portuguese for all English sentences in the Basic Sentences as the Leader calls for it.

3. Conversation

Suggested Topics

1. Speak to the clerk in the hotel office about the possibility of taking a room for the night. Find out if the room is cool, if it has a telephone, etc. Ask how much it is; discuss the comparative prices of a room or room with bath (*quarto com banheiro*), and make your choice. Ask if an employee can call you in the morning.
2. Complain to the employee next morning because you don't like your room. The light is not good, the water isn't hot, the bed linen is not clean, the room is warm, or any other complaints you can make.
3. Tell a friend about your troubles, and see if he can recommend another hotel. Decide to live in a boardinghouse, because it isn't so expensive as a hotel, and because you have a better chance to talk Portuguese with the landlady.
4. Have the friend take you to the recommended boardinghouse, and talk to the woman. Ask her to show you the room, and ask as many questions as you can about the room.
5. Ask about the persons who live in the boardinghouse, where they are from and what they do, so you'll know whether you will all be congenial.
6. Strike up an acquaintance with one of the lodgers, and ask him out for some refreshments so you can ask him about the house.
7. Tell your buddy, who is going to live with you, about the place you have found. Tell your girl friend.

Section F — Conversation (*Cont.*)

Continue conversation. Additional check-up if necessary.

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FINDER LIST

o armário	u‿arMAriu	closet (*for clothes or dishes*)
o banheiro	u‿baNHEIru	bathroom (*sometimes used for* bathtub)
a cama	a‿KAma	bed
cansado	kãSAdu	tired
cansar-se	kãSAR-si	to become tired (*like* chamar-se)
caro	KAru	dear, expensive
a casa	a‿KAza	house
contente	kõTÊti	glad, happy
dá	DA	you give; he, she gives
dar	DAR	to give (*irreg.*)
dêles	DElis	of them
de manhã	di‿maNHÃ	in the morning
descansar	deskãSAR	to rest (*reg.*)
dou	DO	I give
o espelho	u‿esPElhu	mirror
estar em casa	esTAR‿ẽ‿KAza	to be at home (make oneself at home)
a janela	a‿zhaNÉla	window
o lavatório	u‿lavaTÓriu	lavatory
limpo	LÍpu	clean
a luz	a‿LUS	light
a luz elétrica	a‿LUZ‿eLÊtrika	electric light
o marido	u‿maRIdu	husband
a mesa	a‿MEza	table
a mesa de toilete	a‿MEza‿di‿twaLÊti	toilet table
a mobília	a‿moBIlia	furniture
para	PAra	for, to, in order to
a pensão	a‿pẽSÃU	boardinghouse
pensar	pẽSAR	to think (*reg.*)
pode	PÓdi	you can; he, she can
poder	poDER	to be able (*irreg.*)
posso	PÓsu	I can
o quarto	u‿KUARtu	bedroom
que	ke	what, that
quente	KẼti	warm, hot
queremos	keREmus	we want
a roupa	a‿RROpa	clothes
a roupa de cama	a‿RROpa‿di‿KAma	bedclothes
telefonar	telefoNAR	to telephone (*reg.*)
o telefone	u‿teleFOni	telephone
vamos	VAmus	we go, we are going; let's go
vão	VÃU	they go, you (*pl.*) go
ver	VER	to see (*irreg.*)

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UNIT 8

SPRUCING UP

SECTION A — BASIC SENTENCES

(*Phonograph Record VIII*, 1)

Peter Smith sees about getting his clothes washed and cleaned, and later gets ready for a date.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Peter	*PEdru*	*Pedro*
washwoman	lavaDEIra	lavadeira
Dona Ana, do you know a good washwoman?	dona_Ana, koNHÊsi_uma_BOa_lavaDEIra?	Dona Ana, conhece uma boa lavadeira?
Dona Ana	*dona_Ana*	*Dona Ana*
to wash	laVAR	lavar
My washwoman can wash your clothes.	MInha_lavaDEIra PÕdi_laVAR_SUa_RROpa.	Minha lavadeira pode lavar sua roupa
she works well	Êla_traBAlha_BÊ	ela trabalha bem
She does very good work.	Êla_traBAlha_MÚItu_BÊ.	Ela trabalha muito bem.
I'm going to talk	VO_faLAR	vou falar
I'll talk with her.	VO_faLAR kõ_Êla.	Vou falar com ela.
ready	PRÕtu	pronto
Are the clothes ready?	a_RROpa_esTA_PRÕta?	A roupa está pronta?

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Peter	*PEdru*	*Pedro*
parcel *or* package They're ready, in this package.	• u_ēBRUlhu esTA_PRÕta, NESti_ēBRUlhu.	o embrulho Está pronta, neste embrulho.
Dona Ana	*dona_Ana*	*Dona Ana*
Here is Dona Iaiá.	aKI_esTA_dona_yaYA.	Aquí está dona Iaiá.
Peter	*PEdru*	*Pedro*
to iron Please iron the clothes.	paSAR_a_FÉrru FAsa_u_faVOR di_paSAR_a_RROpa_a_FÉrru.	passar a ferro Faça o favor de passar a roupa a ferro.
to mend underwear (white clothes) Can you mend my underwear?	kõserTAR a_RROpa_BRÃka PÓdi_kõserTAr_a_RROpa_BRÃka?	consertar a roupa branca Pode consertar a roupa branca?
Dona Iaiá	*dona_yaYA*	*Dona Iaiá*
I can, yes sir.	PÓsu, sĩ_siNHOR.	Posso, sim senhor.
Dona Ana	*dona_Ana*	*Dona Ana*
white uniform She launders white uniforms well.	u_uniFÓRmi_BRÃku Éla_LAva_BÉ_uz_uniFÓRmiz_BRÃkus.	o uniforme branco Ela lava bem os uniformes brancos.
Peter	*PEdru*	*Pedro*
to starch shirt Please starch my shirts.	ēgoMAR a_kaMIza FAsa_u_faVOR di_ēgoMAR_as_kaMIzas.	engomar a camisa Faça o favor de engomar as camisas.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
well starched	BĒ_ēgoMAdu	bem engomado
I like my clothes quite stiff.	GÓStu_da_RROpa_BĒ_ēgoMAda.	Gosto da roupa bem engomada.
blue uniform	u_uniFÓRmi_aZUL	o uniforme azul
to clean	liPAR	limpar
I have a blue uniform to be cleaned.	TEnhu_ũ_uniFÓRmi_aZUL PAra_liPAR.	Tenho um uniforme azul para limpar.
dyer *or* cleaner	tituREIru	tintureiro
Where is there a cleaner's?	Õdi_A_ũ_tituREIru?	Onde há um tintureiro?
	(*Phonograph Record VIII*, 2)	
Peter	*PEdru*	*Pedro*
to order, to send	mãDAR	mandar
I'm going to have the uniform cleaned.	VO_mãDAR_liPAR u_uniFÓRmi.	Vou mandar limpar o uniforme.
suit	u_TÉRnu	o terno
brown	maRRÕ	marrom
I'm going to send my brown suit too.	tãBĒ VO_mãDAR_u_TÉRnu_maRRÕ.	Também vou mandar o terno marrom.
ties	az_graVAtas	as gravatas
Oh! and these ties!	A! i_ÊStaz_graVAtas!	Ah! e estas gravatas!
(*Peter goes in to town. He says to himself*)		
barber	u_barBEIru	o barbeiro
Here is a barbershop.	aKI_esTA_ũ_barBEIru.	Aquí está um barbeiro.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
to shave	faZER_a_BARba	fazer a barba
I'm going to get shaved.	vo_mãDAR_faZER_a_BARba.	Vou mandar fazer a barba.
to cut the hair	korTAR_u_kaBElu	cortar o cabelo
(*He says to the barber*)		
Please cut my hair.	FAsa_u_faVOR di_mi_korTAR_u_kaBElu.	Faça o favor de me cortar o cabelo.
And please shave me, too.	i_FAsa_u_faVOR di_mi_faZER_a_BARba, tãBÊ.	E faça o favor de me fazer a barba, também.
safety razor	a_zhiLÊti	a gilete
I don't like to shave with a safety razor.	nãu_GÓStu_di_faZER_a_BARba kõ_zhiLÊti.	Não gosto de fazer a barba com gilete.
(*At home that evening*)		
to brush	eskoVAR	escovar
Peter brushes his clothes.	Pedru_esKÓva_a_RROpa.	Pedro escova a roupa.
He brushes his hair.	Eli_esKÓva_u_kaBElu.	Êle escova o cabelo.
shoes	us_saPAtus	os sapatos
He cleans his shoes.	Eli_LÍpa_us_saPAtus.	Êle limpa os sapatos.
face	u_RROStu	o rosto
hands	az_MÃUS	as mãos
He washes his face and hands.	Eli_LAva_u_RROStu i_az_MÃUS.	Êle lava o rosto e as mãos.
he combs	pẽTEia	penteia
He combs his hair.	Eli_pẽTEia_u_kaBElu.	Êle penteia o cabelo.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
to look	oLHAR	olhar
He looks in the mirror.	Eli_Ólha nu_esPElhu.	Êle olha no espelho.
John is on his bed.	ZHUÃU_esTA_na_KAma.	João está na cama.
to look at	oLHAR_PAra	olhar para
He looks at Peter.	Eli_Ólha para_PEdru.	Êle olha para Pedro.
John Jones	*ZHUÃU_ZHOnis*	*João Jones*
you (*familiar form*)	voSE	você
Boy, aren't you something!	KOmu_voSE_esTA_boNItu!	Como você está bonito!
	(*Phonograph Record VIII*, 3)	
Are you going to a party?	voSE_VAI_a_uma_FÊSta?	Você vai a uma festa?
No? To the movies?	NÃU? au_siNEma?	Não? Ao cinema?
Fine! I'll go with you.	MŨItu_BÊ! VO_kõ_voSE.	Muito bem! Vou com você.
Peter	*PEdru*	*Pedro*
Look!	Ólha!	Olha!
You're not going to the movies with me tonight.	voSE_nãu_VAI_au_siNEma_koMIgu ÊSta_NOIti.	Você não vai ao cinema comigo esta noite.
John Jones	*ZHUÃU_ZHOnis*	*João Jones*
A-ha! You're going with your girl friend!	A-HA! voSE_VAI kõ_a_piKEna!	Ah-ha! Você vai com a pequena!
O.K.!	esTA_MŨItu_BÊ!	Está muito bem!
I'm going to bed.	EU_VO_para_a_KAma.	Eu vou para a cama.
Good night!	boa_NOIti!	Boa noite!

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Hints on Pronunciation

1. ***How are your Nasal Vowels?*** Are you making every effort to pronounce the nasal vowels as you hear the Guide or records speak them? Be sure to keep sending the air into your nose at the same time you pronounce the vowel sound. Practice the nasal vowels in the following words and expressions:

(*Phonograph Record VIII*, 3)

PRACTICE 1

também	tãBẼ	also
pronto	PRÕtu	ready
branco	BRÃku	white
limpar	lĩPAR	to clean
penteia	pẽTEia	he combs
um tintureiro	ũ_tĩtuREIru	cleaner
muito bem	MŨItu_BẼ	very well
engomar	ẽgoMAR	to starch
embrulho	ẽBRUlhu	bundle
quarto com pensão	KUARtu_kõ_pẽSÃU	room and board
Vou mandar limpar o uniforme branco.	VO_mãDAR_lĩPAR u_ uniFÓRmi_BRÃku.	I'm going to have my white uniform cleaned.

2. The people in some parts of Brazil have a habit of "nasalizing" slightly any vowel sound that is followed by **m, n,** or **nh** in the *next* syllable. The degree to which this nasalizing is carried varies from one region of Brazil to another, so imitate your Guide closely. Practice these words, slightly nasalizing the vowels that come before **m, n,** or **nh.** For example, don't say *si-NE-ma*, with a pure *NE*, but make it almost *NẼ*: *si-NẼ-ma.*

PRACTICE 2

engomar	ẽgoMAR	to starch
tenho	TEnhu	I have

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menor	meNÓR	smaller
janeiro	zhaNEIru	January
manhã	maNHÃ	tomorrow
comigo	koMIgu	with me
uma cama	uma_KAma	a bed
minha pequena	MInha_piKEna	my girl friend

Section B — Word Study and Review of Basic Sentences

1. Word Study

"You" Among Friends

COMMENT 1

Como você está bonito!	KOmu_voSE_esTA_boNItu!	How handsome you are!
Você vai a uma festa?	voSE_VAI_a_uma_FÊSta?	Are you going to a party?
Muito bem! Vou com você.	MŪItu_BÊ! VO_kõ_voSE.	Fine! I am going with you.
Você não vai comigo!	voSE_nãu_VAI_koMIgu!	You are not going with me.
Você vai com a pequena.	voSE_VAI kõ_a_piKEna.	You are going with your girl friend.

You generally address people as *o senhor* and *a senhora*, according to the examples given until now. Remember that you may address a girl either as *a senhorita* or as *a senhora*. The first is a little more formal; the second more frequent. After you make friends with anyone sufficiently to drop the "mister" and "miss," you may change from *o senhor* and *a senhorita* to *você*, especially if your friend is about your own age or younger. But stick to *o senhor* and *a senhora* in speaking to your elders or superiors.

"She Combs her Hair"

COMMENT 2

Ela penteia o cabelo.	Êla_pẽTEia_u_kaBElu.	She combs her hair.
Você vai com a pequena!	voSE_VAI_kõ_a_piKEna!	You are going with your girl friend!

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Faça o favor de me cortar o cabelo.	FAsa_u_faVOR di_mi_korTAr_u_kaBElu.	Please cut my hair.
Vou mandar limpar o uniforme.	VO_mãDAR_lîPAR u_uniFÓRmi.	I am going to have my uniform cleaned.

In all the expressions given above, reference is made to the body, clothes, or other close possessions of someone involved in the conversation. In English we would say "She combs her hair," "You go with your girl friend." In Portuguese the possessive is usually left out whenever it is perfectly obvious *whose* hands, etc., are meant, and we say instead "She combs the hair," "You go with the girl friend." Now observe the following:

Faça o favor de me fazer a barba.	FAsa_u_faVOR di_mi_faZEr_a_BARba.	Please shave me. (Please do for me the beard.)
Faça o favor de me cortar o cabelo.	FAsa_u_faVOR di_mi_korTAr_u_kaBElu.	Please cut my hair. (Please cut for me the hair.)

Sometimes you leave out the possessive, but you express the person involved by the indirect object, corresponding to the English "for me," "for him," etc. Instead of saying "Please cut my hair," as in English, in Portuguese you actually say "Please cut for me the hair." At other times the expression is more general and indefinite, as you can observe in the following:

Vou cortar o cabelo.	VO_korTAr_u_kaBElu.	I am going to cut my hair *or* I am going to get my hair cut.
Vou fazer a barba.	VO_faZEr_a_BARba.	I am going to shave myself *or* I am going to get myself shaved.
Vou fazer um terno marrom.	VO_faZEr_ũ TÊRnu_maRRÔ.	I am going to make a brown suit *or* I shall get a brown suit made.

Now observe the connotation of the additional verb in the following:

Vou mandar limpar o uniforme azul.	VO_mãDAR_lîPAr_u_uniFÓRmi_aZUL.	I am going to have the blue uniform cleaned. (I am going to order to clean.)

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Vou mandar fazer um terno.	VO_mãDAR_faZEr_ũ_TÉRnu.	I am going to have a suit made.
Vou mandar fazer a barba.	VO_mãDAR_faZEr_a_BARba.	I am going to get shaved.
Mando lavar a roupa.	MÃdu_laVAr_a_RROpa.	I have my clothes washed.

Whenever you wish to make it clear that someone else is going to do the work for you, use this "to order to do" construction.

COMMENT 3

Where You Can Get Some More Adjectives

Gosto da roupa bem engomada.	GÓStu_da_RROpa_BÊ_ẽgoMAda.	I like my clothes well starched (stiff).
Estou cansado; gostaria de descansar.	esTO_kãSÃdu; gostaRIa_di_deskãSAR.	I am tired; I would like to rest.

The past participles of most verbs of action can be used as adjectives in Portuguese as in English. For the past participle of *–ar* verbs, which are the most numerous in Portuguese, substitute for the *–ar* ending *–ado*, *–ada*, *–ados*, *–adas*, to agree with the nouns they modify, as in the sentences above. The past participle of *regular –er* verbs is obtained by substituting for the *–er* ending *–ido*, *–ida*, etc. You can notice its use in the following sentences:

A roupa branca está bem passada.	A_RROpa_BRÃka_esTA_BÊ_paSAda.	The underwear is well ironed.
Meus sapatos estão consertados.	meus_saPAtuz_esTÃU_kõserTAdus.	My shoes are fixed (mended).
As camisas estão bem lavadas.	as_kaMIzaz_esTÃU_BÊ_laVAdas.	The shirts are well laundered.
Esta cidade é muito conhecida.	ÊSta_siDAdi_é_MŨItu_konheSIda.	This city is very well known.

You learned *cansado* as an adjective, but it comes from the verb *cansar*, "to tire," as you can see from the illustrative sentence. This verb is generally accompanied by "myself, yourself," etc., like the verb *chamar* (shaMAR) in Unit 3. If you want to say "I get tired" you can say "I tire myself," *eu me canso* (eu_mi_KÃsu).

To correspond to the verb *limpar* we have the adjective *limpo*, with which you are already acquainted. The past participle *limpado* is not used as an adjective.

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COMMENT 4

The Irregular Verb **ir,** *"to go"*

Quero ir ao cinema.	KÊru_IR_au_siNEma.	I want to go to the movies.
Vou ao hotel.	VO_au_oTÊL.	I am going to the hotel.
Vou fazer a barba.	VO_faZEr_a_BARba.	I am going to shave.
Êle vai ficar contente.	Eli_VAI_fiKAR_kõTÊti.	He is going to be pleased.
Você vai comigo?	voSÊ_VAI_koMIgu?	Are you going with me?
Penso que vão estar bem aquí.	PÊsu ke_VÃU_esTAR_BÊ aKI.	I think that you are going to be comfortable here.
Vamos à casa de dona Ana.	VAmus_A_KAza_di_DOna_Ana.	Let's go to Dona Ana's house.

You have by now run across all the forms of the present tense of the very irregular verb *ir,* "to go." In Unit 7 you had a discussion of various uses of *vamos,* such as "we go," "we are going," "let's go!" "let's do this or that!" Let's summarize these forms so that you can see them together:

eu	vou
o senhor, ele, ela	vai
os senhores, eles, elas	vão
nós	vamo

2. Covering English and Portuguese of Word Study

Individual Study: Give the English equivalents of all Portuguese expressions in the Word Study and the Portuguese for all the English.

3. Review of Basic Sentences

Further oral practice with the first part of the Basic Sentences.

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Section C — Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the Basic Sentences.

2. Covering the English of Basic Sentences

Individual Study: Check your knowledge of the meaning of all words and phrases in the Basic Sentences.

3. What Would You Say?

I

1. *You have a pile of clothes that need washing. You ask a friend about a washwoman:*

a) koNHÊsi_uma_BOa_lavaDEIra?	Conhece uma boa lavadeira?
b) voSE_PÊsa ke_ÉSta_RROpa_esTA_LĬpa?	Você pensa que esta roupa está limpa?
c) voSE_KÉR_laVAR_MInha_RROpa?	Você quer lavar minha roupa?

2. *You find a washwoman, and ask her:*

a) a_siNHÓra_PÓdi_eskoVAR_meus_saPAtus?	A senhora pode escovar meus sapatos?
b) a_siNHÓra_PÓdi_pẽTIAR_meu_kaBElu?	A senhora pode pentear meu cabelo?
c) a_siNHÓra_PÓdi_laVAR_i_paSAR_MInha_RROpa_a_FÊrru?	A senhora pode lavar e passar minha roupa a ferro?

3. *You specify how you like your shirts done:*

a) GÓStu_das_kaMIzas_POku_LĬpas.	Gosto das camisas pouco limpas.
b) GÓStu_das_kaMIzaz_BRÃkas kõ_ũ_POku_di_aZUL_i_maRRÕ.	Gosto das camisas brancas com um pouco de azul e marrom.
c) GÓStu_das_kaMIzas BÊ_ẽgoMAdas.	Gosto das camisas bem engomadas.

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4. *You tell her the clothes are ready to take away:*

a) a_RROpa_zha_esTA_LÍpa; a_siNHÓra_PÓdi_IR_para_a_KÁza.	A roupa já está limpa; a senhora pode ir para a casa.
b) u_ēBRUlhu_esTA_PRÕtu.	O embrulho está pronto.
c) us_TÊRnus_para_u_tituREIru esTÃU_nu_ēBRUlhu tãBÊ.	Os ternos para o tintureiro estão no embrulho também.

5. *You ask her if she mends clothes as well:*

a) a_siNHÓra_desKÃsa i_Ólha_para_a_RROpa?	A senhora descansa e olha para a roupa?
b) a_siNHÓra_KÓRta_a_RROpa_BRÃka?	A senhora corta a roupa branca?
c) a_siNHÓra_kõSÉRta_a_RROpa_BRÃka?	A senhora conserta a roupa branca?

6. *If your suits need cleaning, you say that you'll send them out:*

a) VO_para_a_KAma.	Vou para a cama.
b) VO_mãDAR_us_TÊRnus_para_u_tituREIru.	Vou mandar os ternos para o tintureiro.
c) VO_oLHAR para_a_MInha_piKEna.	Vou olhar para a minha pequena.

7. *If your beard is getting rough, you say:*

a) VO_au_barBEIru faZEr_a_BARba.	Vou ao barbeiro fazer a barba.
b) VO_pēTIAr_a_BARba; zha_esTA_GRÃdi.	Vou pentear a barba; já está grande.
c) u_barBEIru FAz_a_BARba kõ_zhiLÊti.	O barbeiro faz a barba com gilete.

8. *When you want to spruce up, you choose one of the following courses:*

a) FAsu_a_BARba, pēTEiu_u_kaBElu, LAvu_u_RROStu_i_az_MÃUS, i_esKÓvu a_RROpa_i_us_saPAtus.	Faço a barba, penteio o cabelo, lavo o rosto e as mãos, e escovo a roupa e os sapatos.
b) Ólhu_nu_esPElhu, FAsu_ũ_ēBRUlhu, i_esKÓvu_u_uniFÓRmi_BRÃku.	Olho no espelho, faço um embrulho, e escovo o uniforme branco.
c) LÍpu_us_saPAtus kõ_uma_kaMIza_LÍpa, i_DO_a_kaMIza au_maRIdu_da_siNHÓra_da_pēSÃU.	Limpo os sapatos com uma camisa limpa, e dou a camisa ao marido da senhora da pensão.

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9. *When you want your hair cut, you do the following:*

a) Ólhu_nu_esPElhu_i_DIgu: esTO_kāSAdu; u_kaBElu_esTA_MŨItu_BÕ. — Olho no espelho e digo: estou cansado; o cabelo está muito bom.
b) EU_FAsu_a_BARba_kõ_zhiLÉti. — Eu faço a barba com gilete.
c) VO_au_barBEIru_i_DIgu: FAsa_u_faVOR_di_mi_korTAr_u_kaBElu. — Vou ao barbeiro e digo: Faça o favor de me cortar o cabelo.

10. *You want some shirts starched:*

a) FAsa_u_faVOR di_ẽgoMAR_BÊ a_RROpa_di_KAma. — Faça o favor de engomar bem a roupa de cama.
b) KÊru_u_TÊRnu_maRRÕ MŨItu_BÊ_ẽgoMAdu. — Quero o terno marrom muito bem engomado.
c) gostaRIa di_TEr_as_kaMIzas BÊ_ẽgoMAdas. — Gostaria de ter as camisas bem engomadas.

II

Use the following lists of words to make up as many combinations as you can, on the following patterns:

1. Nair lava o cabelo. — naIR_LAva_u_kaBElu.
   Pedro corta o rosto. — PEdru_KÕRta_u_RROStu.
2. O senhor Ferreira me faz um terno. — u_siNHOR_feRREIra_mi_FAZ_ũ_TÊRnu.
3. A moça manda limpar os sapatos. — a_MOsa MÃda_liPAr_us_saPAtus.

Pedro	lavar	o rosto
Nair	limpar	as mãos
a moça	engomar	o cabelo
o barbeiro	passar a ferro	a barba
a lavadeira	escovar	a roupa
o tinturéiro	consertar	a camisa
o senhor Ferreira	cortar	o terno
eu	pentear (penteia)	o uniforme
nós	fazer	os sapatos
o soldado		a casa
a empregada (*maid*)		a cama

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Section D — Listening In

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercises as the Leader calls for them.

2. Word Study Check-up

Give the Portuguese for all English equivalents in the Word Study as the Leader calls for it.

3. Listening In

(*Phonograph Record VIII*, 3)

I

Peter Smith and John Jones talk in their room.

PEdru. — esTAmuz_BÊ_aKI NESti_KUARtu.
ZHUÃU. — esTO_MŨItu_kõTÊti kõ_a_KAza.
DOna_Ana DA_BOa_pẽSÃU.
seu_maRIdu é_MŨItu_agraDAvél i_BÕ_para_NÓS.
aKI_PÓsu_estuDAR_BÊ; a_LUZ é_BOa.
PEdru. — poDEmuz_deskãSAR; tãBÊ_GÓStu_MŨItu DÊStas_KAmas.
ZHUÃU. — us_esPElhus sãu_BÕS para_voSE_faZER_a twaLÊti, KUÃdu_VAI_VER_a_piKEna.
PEdru. — a_lavaDEIra_di_DOna_Ana traBAlha_BÊ. MInhas_kaMIzas esTÃU_BÊ_ẽgoMAdas.

Pedro. — Estamos bem aquí neste quarto.
João. — Estou muito contente com a casa.
Dona Ana dá boa pensão.
Seu marido é muito agradável e bom para nós.
Aquí posso estudar bem; a luz é boa.
Pedro. — Podemos descansar; também gosto muito destas camas.
João. — Os espelhos são bons para você fazer a toilete, quando vai ver a pequena.
Pedro. — A lavadeira de dona Ana trabalha bem.
Minhas camisas estão bem engomadas.

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a_RROpa_BRÃka esTA_LÍpa i_BÊ_pa-SAda. — A roupa branca está limpa e bem passada.

DOna_yaYA kõSÉRta_BÊ_a_RROpa_BRÃka. — Dona Iaiá conserta bem a roupa branca.

ZHUÃU. — Õdi_esTÃU_uz_uniFÓRmiz_BRÃkus? — *João.* — Onde estão os uniformes brancos?

PEdru. — zha_esTÃU_nu_arMAriu. — *Pedro.* — Já estão no armário.

(*Phonograph Record VIII*, 4)

ZHUÃU. — u_TÊRnu_maRRÕ esTA_BÕ? — *João.* — O terno marrom está bom?

PEdru. — esTA. u_tituREIru LÍpa_BÊ_a_RROpa. — *Pedro.* — Está. O tintureiro limpa bem a roupa.

esTO_kõTÊti_kõ_u_uniFÓRmi_aZUL_tãBÊ. — Estou contente com o uniforme azul também.

ZHUÃU. — sua_piKEna_VAI_gosTAR_di_VER_voSE kõ_u_uniFÓRmi_BRÃku. — *João.* — Sua pequena vai gostar de ver você com o uniforme branco.

TEnhu_ke_mãDAR_kõserTAR_us_saPAtus. — Tenho que mandar consertar os sapatos.

PEdru. — MEUS_saPAtus_zha_esTÃU_kõserTAdus_i_LÍpus. — *Pedro.* — Meus sapatos já estão consertados e limpos.

meu_kaBElu_zha_esTA_korTAdu. — Meu cabelo já está cortado.

i_voSE_TÊ_ke_korTAR_u_SEU. — E você tem que cortar o seu.

ZHUÃU. — eu_nãu_esTO_TOdu_boNItu. — *João.* — Eu não estou todo bonito.

eu_nãu_TEnhu_piKEna. — Eu não tenho pequena.

II

Antonio Ferreira visits with his new guest, John Jones.

ãTOniu. — us_siNHOriz_esTÃU_kõTÊtis kõ_a_KAza? — *Antônio.* — Os senhores estão contentes com a casa?

ZHUÃU. — esTAmus, SÍ_siNHOR. — *João.* — Estamos, sim senhor.

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esTAmuz_MŨItu_BÊ_aKI.
u_KUARtu_é_FRESku.
gosTAmuz_das_KUAtru_zhaNÊlas.

ãTOniu. — us_siNHOriz_GÓStãu_da_pẽSÃU?

ZHUÃU. — a_pẽSÃU_aKI_é_BOa.
gosTAmuz_da_pẽSÃU_braziLEIra.
u_oTÊL é_SÊpri_MAIS_KAru du_ke_uma_pẽSÃU.

ãTOniu. — nu_oTÊL FAZ_MAIS_kaLOR du_ke_aKI.
u_SÓL DA_NÉSta_zhaNÊla di_maNHÃ, mãz_nãu_di_TARdi.
u_SÓL_da_TARdi é_MAIS_KÊti.
di_NOIti esti_KUARtu_é_FRESku.
us_siNHOris_traBAlhãu_MŨItu i_di_NOIti esTÃU_kãSAdus.

ZHUÃU. — esTAmus, sĩ_siNHOR.
trabaLHAmuz_MŨItu, i_u_kaLOr_é_GRÃdi.

ãTOniu. — us_siNHOris_FAzẽ_a_BARba kõ_zhiLÊti?
u_esPElhu_du_baNHEIru_é_MŨItu_BÕ.

ZHUÃU. — eu_FAsu_a_BARba ẽ_KAza.
u_PEdru_GÓSta_MAIS di_Ir_au_barBEIru.
Eli_TÊ_ũ_BÕ_barBEIru.
u_kaBElu_DEli esTA_BÊ_korTAdu.

ãTOniu. — sua_RROpa_esTA_BÊ_laVAda?

ZHUÃU. — esTÃ_BÊ_laVAda, paSAda i_ẽgoMAda.

ãTOniu. — Dona Ana_dis: « esTA_na_MEza! »

Estamos muito bem aquí.
O quarto é fresco.
Gostamos das quatro janelas.

Antônio. — Os senhores gostam da pensão?

João. — A pensão aquí é boa.
Gostamos da pensão brasileira.
O hotel é sempre mais caro do que uma pensão.

Antônio. — No hotel faz mais calor do que aquí.
O sol dá nesta janela de manhã, mas não de tarde.
O sol da tarde é mais quente.
De noite êste quarto é fresco.
Os senhores trabalham muito e de noite estão cansados.

João. — Estamos, sim senhor.
Trabalhamos muito, e o calor é grande.

Antônio. — Os senhores fazem a barba com gilete?
O espelho do banheiro é muito bom.

João. — Eu faço a barba em casa.
O Pedro gosta mais de ir ao barbeiro.

Êle tem um bom barbeiro.
O cabelo dêle está bem cortado.

Antônio. — Sua roupa está bem lavada?

João. — Está bem lavada, passada e engomada.

Antônio. — Dona Ana diz: « Está na mesa! »

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	VAmus! É‿Óra‿di‿koMER.		Vamos! É hora de comer.
	u‿siNHOR‿esTA‿PRÕtu?		O senhor está pronto?
ZHUÃU. —	NÃU; TEnhu‿ke‿laVAR‿u‿RROStu i‿az‿MÃUS.	*João.* —	Não: tenho que lavar o rosto e as mãos.
	VO‿laVAR aKI‿nu‿lavaTÓriu.		Vou lavar aquí no lavatório.
	PRÕtu! VAmus‿koMER.		Pronto! Vamos comer.

Section E — Conversation

1. Covering the Portuguese of Basic Sentences

Individual Study: With the Portuguese covered, practice until you can speak the Portuguese for each English sentence without hesitation.

2. Vocabulary Check-up

Give the Portuguese for all English sentences in the Basic Sentences as the Leader calls for it.

3. Conversation

Suggested Topics

1. Two friends discuss their troubles in trying to look their best. One says his shoes need a shine, the other says it looks as if his clothes should be pressed too. The first retorts that both of them could take their suits to the cleaners. The second says he needs to have his linen washed and his white uniform washed and starched. They set out to find a cleaner.

2. The two friends meet a friend of one of them. A introduces C to B. C asks where they are going. A says they are looking for a washwoman and a cleaner. B asks if C knows where they can find them. C recommends two of them, and asks if the barber at their hotel is any good. A and B tell him what they think of the barber, and they separate, C

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looking for a barbershop, A and B looking for the cleaners.

3. A and B arrive at the laundry. One likes his clothes stiff, the other less starched. The laundress asks if they would like the clothes mended, and they say they would. They ask when they can get the laundry and how much it will cost. She gives the price of the various items. One asks if she could do a white uniform, and she agrees for a price. They leave their bundles and depart.
4. On the way back from the laundry the two friends run into C, who is returning from the barber. They hail him gaily, telling him how pretty he looks. B says he always shaves at home because the barbers talk too much. C says that he has no hot water where he lives and the mirrors and lights are bad. A thanks him for directing them to the washwoman, and they ask C to join them at dinner.
5. Act out C at the barbershop. Come in and ask for a shave and a haircut. Talk to the barber (or let him talk to you) about his family, how many children he has, where they live, what they do. Let him question you about your family, etc.

Section F — Conversation (*Cont.*)

Continue conversation. Additional check-up if necessary.

FINDER LIST

azul	aZUL	blue	o embrulho	ẽBRUlhu	bundle, package, parcel
a barba	BARba	beard	engomado	ẽgoMAdu	starched
o barbeiro	barBEIru	barber, barbershop	engomar	ẽgoMAR	to starch (*reg.*)
branco	BRÃku	white	escovar	escoVAR	to brush (*reg.*)
			está muito bem!	esTA‿MŨItu‿BẼ	O.K., that's fine!
o cabelo	kaBElu	hair			
a camisa	kaMIza	shirt	fazer a barba	faZER‿a‿BARba	to shave, get shaved
consertar	kõserTAR	to mend, fix (*reg.*)			
cortar	korTAR	to cut (*reg.*)	a gilete	zhiLÊti	safety razor

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a gravata	graVAta	necktie
Iaiá	yaYA	*a nickname common among older colored people*
a lavadeira	lavaDEIra	washwoman
lavar	laVAR	to wash (*reg.*)
limpar	lĭPAR	to clean (*reg.*)
mandar	mãDAR	to send, order (*reg.*)
a mão (as mãos)	MÃU	hand
marrom	maRRÕ	brown
olhar (para)	oLHAR	to look (at) (*reg.*)
passar a ferro	paSAR‿a‿FÊrru	to iron (*reg.*)
pentear	pẽTIAR	to comb (*slightly irreg.*)

penteia	pẽTEia	you comb; he, she combs
pronto	PRÕtu	ready; all set
o rosto	RROStu	face
a roupa branca	RROpa‿BRÃka	underwear
o sapato	saPAtu	shoe
o terno	TÊRnu	suit (*man's*)
o tintureiro	tĭtuREIru	cleaner's
o uniforme	uniFÓRmi	uniform
você	voSE	you (*intimate form*)
vou	VO	I am going
vou para a cama	VO‿para‿a‿KAma	I go to bed, I am going to bed

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LET'S EAT

Section A — Basic Sentences

(*Phonograph Record IX*, 1)

A meal at the boardinghouse

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Ana Ferreira	*DOna_Ana*	*Dona Ana*
Dinner's ready!	esTA_na_MEza!	Está na mesa!
to dine *or* to eat dinner	zhãTAR	jantar
Let's have dinner!	VAmuz_zhãTAR!	Vamos jantar!
Antonio Ferreira	*ãTOniu_feRREIra*	*Antônio Ferreira*
better *or* best	meLHÓR	melhor
It is the best time of the day.	É_a_meLHÓR_Óra_du_DIa.	É a melhor hora do dia.
John Jones	*ZHUÃU_ZHOnis*	*João Jones*
No, the best time is when we go to bed.	NÃU, a_meLHÓR_Óra é_KUÃdu_VAmus_para_a_KAma.	Não, a melhor hora é quando vamos para a cama.
Antonio	*ãTOniu*	*Antônio*
Let's go to the table.	VAmuz_A_MEza.	Vamos à mesa.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
today	Ozhi	hoje
What do we have today?	ke_É_ke_TEmuz_Ozhi?	Que é que temos hoje?
Peter Smith	*PEdru_SMIT*	*Pedro Smith*
food	a_koMIda	a comida
Dona Ana's food is always good.	a_koMIda_di_DOna_Ana é_SĒpri_BOa.	A comida de dona Ana é sempre boa.
Dona Ana	*DOna_Ana*	*Dona Ana*
soup of vegetables	a_SOpa_di_leGUmis	a sopa de legumes
We have a vegetable soup.	TEmuz_uma_SOpa_di_leGUmis.	Temos uma sopa de legumes.
Don't you want bread with your soup?	u_siNHOR_nãu_kér_PÃU kõ_a_SOpa?	O senhor não quer pão com a sopa?
butter	a_mãTEIga	a manteiga
Here's the butter for the bread.	aKI_esTA_a_mãTEIga para_u_PÃU.	Aquí está a manteiga para o pão.
John	*ZHUÃU*	*João*
to pass the salt	paSAR_u_SAL	passar o sal
Please pass the salt.	FAsa_u_faVOR di_paSAR_u_SAL.	Faça o favor de passar o sal.
to need	presiZAR_di	precisar de
The soup needs more salt.	a_SOpa_preSIza_di_MAIS_SAL.	A sopa precisa de mais sal.
Dona Ana	*DOna_Ana*	*Dona Ana*
beefsteak	u_BIfi	o bife
chicken	a_gaLInha	a galinha
Today we have steak and chicken.	Ozhi_TEmuz_BIfi_i_gaLInha.	Hoje temos bife e galinha.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Antonio	*ā'TOniu*	*Antônio*
we dine chicken Today we're having chicken for dinner.	zhāTAmuz_gaLInha Ozhi_zhāTAmuz_gaLInha!	jantamos galinha Hoje jantamos galinha!
Dona Ana	*DOna_Ana*	*Dona Ana*
Anthony wants chicken. Mr. Jones likes steak better.	u_āTOniu_KÊR_gaLInha. u_siNHOR_ZHUĀU_GÔSta_MAIZ_di_BIfi.	O Antônio quer galinha. O senhor João gosta mais de bife.
John	*ZHUĀU*	*João*
And Peter wants both, Dona Ana!	i_PEdru_KÊR_uz_DOIS, DOna_Ana!	E Pedro quer os dois, Dona Ana!
Peter	*PEdru*	*Pedro*
I'll take a little of both.	aSEItu_ũ_POku_duz_DOIS.	Aceito um pouco dos dois.
Antonio	*ā'TOniu*	*Antônio*
fish Don't you have fish, Ana?	u_PEshi nãu_tẽ_PEshi, Ana?	o peixe Não tem peixe, Ana?
John	*ZHUĀU*	*João*
We already have plenty. We don't need fish.	ZHA_TEmuz_MŨItu. nãu_presiZAmuz_di_PEshi.	Já temos muito. Não precisamos de peixe.
	(Phonograph Record IX, 2)	
Antonio	*ā'TOniu*	*Antônio*
What vegetables have we today?	KE_leGUmis_TEmuz_Ozhi?	Que legumes temos hoje?

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Dona Ana	*DOna_Ana*	*Dona Ana*
green beans salad of tomato Irish potatoes, green beans, and tomato salad.	az_VAzhēs a_saLAda_di_toMAti baTAta_BRÃka, VAzhēs, i_saLAda_di_toMAti.	as vagens a salada de tomate Batata branca, vagens, e salada de tomate.
Antonio	*ãTOniu*	*Antônio*
roast meat or Do you like steak or roast meat better?	a_KARni_aSAda O GÓStãu_MAIZ_di_BIfi o_di_KARni_aSAda?	a carne assada ou Gostam mais de bife ou de carne assada?
Dona Ana	*DOna_Ana*	*Dona Ana*
All Americans like steak.	TOduz_uz_ameriKAnus GÓStãu_di_BIfi.	Todos os americanos gostam de bife.
John	*ZHUÃU*	*João*
fried egg Brazilians eat steak with fried egg!	Ovu_FRItu uz_braziLEIrus_KOmẽ_BIfi kõ_Ovu_FRItu!	ovo frito Os brasileiros comem bife com ovo frito!
Antonio	*ãTOniu*	*Antônio*
Americans eat fried eggs in the morning!	uz_ameriKAnus KOmẽ_Óvus_FRItus di_maNHÃ!	Os Americanos comem ovos fritos de manhã!
Peter	*PEdru*	*Pedro*
What do you eat in the morning?	ke_É_ke_us_siNHOris_KOmẽ di_maNHÃ?	Que é que os senhores comem de manhã?

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Dona Ana	*DOna_Ana*	*Dona Ana*
to take We take coffee with milk, and we eat bread with butter.	toMAR NÓS_toMAmus_kaFÊ_kõ_LEIti, i_koMEmus_PÃU_kõ_mãTEIga.	tomar Nós tomamos café com leite, e comemos pão com manteiga.
Peter	*PEdru*	*Pedro*
juice of fruits Don't you have fruit juice?	SUku_di_FRUtas nãu_TOmãu_SUku_di_FRUtas?	suco de frutas Não tomam suco de frutas?
Dona Ana	*DOna_Ana*	*Dona Ana*
No, we don't.	NÃU, nãu_toMAmus.	Não, não tomamos.
to prepare orange juice morning coffee I'll fix orange juice for your breakfast.	prepaRAR SUku_di_laRÃzha u_kaFÊ_di_maNHÃ VO_prepaRAR_SUku_di_laRÃzha para_seu_kaFÊ_di_maNHÃ.	preparar suco de laranja o café de manhã Vou preparar suco de laranja para seu café de manhã.
Antonio	*ãTOniu*	*Antônio*
to lunch Do you people lunch in town?	almoSAR us_siNHOris alMÓsãu_na_siDAdi?	almoçar Os senhores almoçam na cidade?
John	*ZHUÃU*	*João*
near the office We lunch in a restaurant near the office.	PÊRtu_du_eskriTÓriu almoSAmuz_nũ_rrestauRÃti PÊRtu_du_eskriTÓriu.	perto do escritório Almoçamos num restaurante perto do escritório.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
little good	bõZInhu	bomzinho
The restaurant isn't bad, and it isn't expensive.	u‿rrestauRÃti‿é‿bõZInhu, i‿nãu‿é‿KÃru.	O restaurante é bomzinho, e não é caro.
	(*Phonograph Record IX*, 3)	
Antonio	*ãTOniu*	*Antônio*
waiter	u‿garSÕ	o garçon
knife	a‿FAka	a faca
Waiter! This knife doesn't cut.	garSÕ! ÊSta‿FAka‿nãu‿KÓRta.	Garçon! Esta faca não corta.
fork	u‿GARfu	o garfo
spoon	a‿kuLHÊR	a colher
This fork and spoon aren't really clean.	ESti‿GARfu i‿kuLHÊR nãu‿es-TÃU‿BÊ‿LĬpus.	Êste garfo e colher não estão bem limpos.
dish *or* plate	u‿PRAtu	o prato
more one	MAIZ‿Ũ	mais um
I want another plate.	KÊru‿MAĬZ‿Ũ‿PRAtu.	Quero mais um prato.
Waiter	*garSÕ*	*Garçon*
Do you want a soup plate, a plate, or a bread and butter plate?	KÊR‿ũ‿PRAtu‿di‿SOpa, ũ‿PRAtu‿GRÃdi, o‿ũ‿PRAtu‿piKEnu?	Quer um prato de sopa, um prato grande, ou um prato pequeno?
Antonio	*ãTOniu*	*Antônio*
A plate for the chicken.	ũ‿PRAtu‿GRÃdi, para‿a‿gaLInha.	Um prato grande, para a galinha.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Dona Ana	*DOna_Ana*	*Dona Ana*
sweet potato	a_baTAta_DOsi	a batata doce
Do you like sweet potatoes?	GÓStãu_di_baTAta_DOsi?	Gostam de batata doce?
Antonio	*ãTOniu*	*Antônio*
sweets (*any made dessert*)	u_DOsi	o doce
I like desserts; not potatoes.	GÓStu_di_DOsi; di_baTAta, NÃU.	Gosto de doce; de batata, não.
Waiter	*garSÕ*	*Garçon*
Do you want sweets or fruit?	KÊrẽ_DOsi_o_FRUtas?	Querem doce ou frutas?
Antonio	*ãTOniu*	*Antônio*
What kind of sweet?	DOsi_di_KE?	Doce de que?
Waiter	*garSÕ*	*Garçon*
Bananas in syrup.	DOsi_di_baNAna.	Doce de banana.
Antonio	*ãTOniu*	*Antônio*
That's too sweet.	É_MŨItu_DOsi.	É muito doce.
I want oranges.	KẼru_laRÃzhas.	Quero laranjas.
less sweet	MEnuz_DOsi	menos doce
They aren't so sweet.	SÃU_MEnuz_DOsis.	São menos doces.
Dona Ana	*DOna_Ana*	*Dona Ana*
cheese	KEzhu	queijo
Do you like cheese, Mr. Jones?	GÓSta_di_KEzhu, siNHOR_ZHUÃU?	Gosta de queijo, senhor João?

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
sandwich	u_sãDUIshi	o sanduíche
some	ũs, umas	uns, umas
you are studying	u_siNHOR_esTA_estuDÃdu	o senhor está estudando
I'm going to make some cheese sandwiches for you to eat at night, when you're studying.	VO_faZEr_ũs_sãDUIshiz_di_KEzhu para_u_siNHOR koMER_di_NOIti, KUÃdu_esTA_estuDÃdu.	Vou fazer uns sanduíches de queijo para o senhor comer de noite, quando está estudando.
Waiter	*garSÕ*	*Garçon*
more a little of	MAIZ_ũ_POku_di	mais um pouco de
Will you have a little more dessert?	aSEIta_MAIZ_ũ_POku_di_DOsi?	Aceita mais um pouco de doce?
Don't you want another orange?	nãu_KÊR_MAIZ_Uma_laRÃzha?	Não quer mais uma laranja?
John	*ZHUÃU*	*João*
I am satisfied	esTO_satisFEItu	estou satisfeito
I've had enough, thank you.	esTO_satisFEItu, obriGAdu.	Estou satisfeito, obrigado.

Hints on Spelling

In Unit 7 we discussed the way in which vowel sounds are represented in Portuguese conventional spelling. Here we shall take up the consonant sounds and the letters used to represent them.

1. Most of the consonant sounds are represented in conventional spelling by the same letters we have used. Among these sounds are: **b, d, f, l, lh, m, n, nh, p, r, t,** and **v.**

2. The sound **rr** is written **rr** in the middle of a word, but written **r** at the beginning of a word:

RROpa, "clothes," is spelled *roupa.*
FÊrru, "iron," is spelled *ferro.*
maRRÕ, "brown," is spelled *marrom.*
rrestauRÃti, "restaurant," is spelled *restaurante.*
rroBÊRtu, "Robert," is spelled *Roberto.*
RROStu, "face," is spelled *rosto.*

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3. The sound **k** is represented by the letter **c** when it comes before **a, o,** or **u,** or before a consonant letter:

KAma, "bed," is spelled *cama.*
koMIda, "food," is spelled *comida.*
kusTAR, "to cost," is spelled *custar.*
KLAru, "light," "clear," is spelled *claro.*

Before **e** or **i,** however, the sound **k** is spelled **qu:**

keREmus, "we want," is spelled *queremos.*
KEzhu, "cheese," is spelled *queijo.*

The combination **kua (kwa)** is also written **qu:**

KUARtu, "room," is spelled *quarto.*
KUAtru, "four," is spelled *quatro.*

4. The sound of "hard" **g** is also represented in two ways, according to the same principle that we have seen for **k:** the letter **g** is used before **a, o, u,** or a consonant letter, and **gu** before **e** or **i:**

GRÃdi, "large," is spelled *grande.*
gosTAR, "to like," is spelled *gostar.*
gaLInha, "chicken," is spelled *galinha.*
portuGES, "Portuguese," is spelled *português.*

5. The sound **s** is represented by the letter **s** (especially at the beginning or end of a word, or before a consonant sound), **ss** (between vowels), sometimes **c** before **e** or **i** and **ç** before **a, o,** and **u,** and also by **z** at the end of a word:

saLAda, "salad," is spelled *salada.*
VAmus, "let's go," is spelled *vamos.*
escriTÓriu, "office," is spelled *escritório.*
paSAR, "to pass," is spelled *passar.*
siNEma, "movies," is spelled *cinema.*
estaSÃU, "station," is spelled *estação.*
LUS, "light," is spelled *luz.*

6. The sound **z** is represented by the letter **z** in some cases; but also by **s** between vowels or at the end of words:

faZER, "to do," is spelled *fazer.*
KAza, "house," is spelled *casa.*
az_BOaz_MÃIS, "the good mothers," is spelled *as boas mães.*

7. The sound **sh** is usually represented by **ch,** but sometimes by **x:**

shaMAR, "to call," is spelled *chamar.*
PEshi, "fish," is spelled *peixe.*

8. The sound **zh** is represented by the letter **j before a, o,** and **u,** and by the letter **g** before **e** and **i:**

ZHÓRzhi, "George," is spelled *Jorge.*

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Section B — Word Study and Review of Basic Sentences

1. Word Study

COMMENT 1

"One is Doing" Things

O senhor está estudando de noite. u_siNHOR_esTA_estuDÃdu di_NOIti. **You are studying at night.**

This construction in Portuguese is just like the corresponding one in English. The *–ing* ending in English has the corresponding forms *–ando* for *–ar* verbs and *–endo* for *–er* verbs, as you can see from the following illustrations:

Êles estão falando no telefone.	Eliz_esTÃU_faLÃdu nu_teleFOni.	They are talking on the telephone.
Eu estou cortando a carne.	EU_esTO_korTÃdu_a_KARni.	I am cutting the meat.
Êle está comendo sanduíches.	Eli_esTA_koMÊdu_sãDUIshis.	He is eating sandwiches.

Do not confuse this construction with the present of the verb *ir*, meaning "I am going," "he is going," etc., as in the following:

Vou à casa do senhor Silva.	VO_A_KAza_du_sinhor_SILva.	I am going to Mr. Silva's house.
Vou almoçar peixe hoje.	VO_almoSAR_PEIshi_Ozhi.	I'm going to have fish for lunch today.

COMMENT 2

***The Word* que**

Notice how the word *que* is used in questions:

Que é isto?	KE_é_IStu?	What is this?
Doce de que?	DOsi_di_KE?	What kind of sweet?
Que estuda o senhor?	KE_esTUda_u_siNHOR?	What do you study?
Que é que os senhores comem de manhã?	ke_É_que_us_siNHOris KOmẽ_di maNHÃ?	What do you eat in the morning?

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Que faz seu pai?	KE_FAS_seu_PAI?	What does your father do?
Que é que seu pai faz?	ke_É_ke_seu_PAI_FAS?	What does your father do?
Que é que temos hoje?	ke_É_ke_TEmuz_Ozhi?	What do we have today?

We found *que* in the very first unit, meaning "what?" You were also given sentences to learn with *que é que* (*ke_É_ke*) also meaning "what?" You may not have noticed it before, but the preceding sentences now call it to your attention that *que é que* is simply a longer form of *que*, which has the advantage of not obliging you to turn your sentences around, putting the noun or pronoun after the verb. It might literally be translated as "What is it that?" Brazilians prefer the longer form. The word *que* may be used with a noun as an interrogative adjective, as you see in the following:

Que cidade é esta?	KE_siDAdi_é_ÉSta?	What city is this?
Que legumes temos hoje?	KE_leGUmis_TEmuz_Ozhi?	What vegetables have we today?

Now observe the use of *que* in the following:

Tenho uma amiga que tem uma pensão.	TEnhu_uma_aMIga ke_tẽ_uma_pẽSÃU.	I have a friend who has a boarding-house.

In this sentence we find *que* meaning "who," referring directly back to a noun mentioned just before. This is a relative pronoun, of which you will have more examples later on.

In the following sentences *que* is used in a still different capacity:

Penso que ela tem um quarto.	PẼsu ke_éla_tẽ_ũ_KUARtu.	I think that she has a room.
Vemos que o quarto é bom.	VEmus ke_u_KUARtu_é_BÕ.	We see that it is a good room.

In each of these sentences we have two verbs; each part of a sentence containing a verb is a *clause*. We find *KE*, meaning "that," connecting two of these clauses such as "I think" and "she has." Note that in English we fre-

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quently omit the word "that," saying "I think she has a room" instead of "I think *that* she has a room." The word *que* for "that" cannot be omitted in Portuguese. Observe the same word *que* in exclamations:

Que calor!	KE_kaLOR!	What heat! (How warm it is!)
Que noite agradável!	KE_NOIti_agraDAvél!	What a pleasant night!

COMMENT 3

You have had other types of question forms which you can observe in the following illustrations:

Onde está Maria?	Õdi_esTA_maRIa?	Where is Mary?
Onde é que Maria está?	Õdi_é_ke_maRIa_esTA?	
Quando é a festa?	KUÃdu_é_a_FÊSta?	When is the party?
Que é isto?	ke_é_IStu?	What is this?
Quanto é o cafézinho?	KUÃtu_é_u_kaféZInhu?	How much is the cup of coffee?
Que é que temos hoje?	ke_É_ke_TEmuz_Ozhi?	What do we have today?
Onde há um bom restaurante?	Õdi_A ũ_BÕ_rrestauRÃti?	Where is there a good restaurant?

When the Portuguese forms of "to be" (*ser*, *estar*, and *há*, "there is") are used in a question, the question is usually in the same order as in English, that is, the subject comes after the verb, a position we call *inverted*. But when an extra *é que* is introduced after the question word, the order remains intact, as you can see in *Onde é que Maria está?* The word *quem*, meaning "who" or "whom," generally does not change the order in a question.

Quem vai ao cinema?	KÊ_vai_au_siNEma?	Who's going to the movies?
Quem quer bife com batatas?	KÊ_KÊR_BIfi kõ_baTAtas?	Who wants steak and potatoes?
Com quem o senhor vai à festa?	kõ_KÊ u_siNHOR_vai_a FÊSta?	With whom are you going to the party?

Observe how the question is asked in the following:

Você vai a uma festa?	voSE_VAI_a_uma_FÊSta?	Are you going to a party?
A roupa está pronta?	a_RROpa_esTA_PRÕta?	Are the clothes ready?

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In questions that do not start with a special interrogative word, Brazilians merely use the regular sentence order and a questioning tone of voice. This is much more common than the inverted form.

2. Covering English and Portuguese of Word Study

Individual Study: Give the English equivalents of all expressions in the Word Study and the Portuguese for all the English.

3. Review of Basic Sentences

Further oral practice with the first part of the Basic Sentences.

Section C — Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the Basic Sentences.

2. Covering the English of Basic Sentences

Individual Study: Check your knowledge of the meaning of all words and phrases in the Basic Sentences.

3. What Would You Say?

I

1. *Jones is lunching at the restaurant. He asks the waiter:*

a) u‿sinhor‿KÉR‿SOpa?	O senhor quer sopa?
b) ke‿É ke‿almoSAmuz‿Ozhi?	Que é que almoçamos hoje?
c) u‿siNHOR‿TÊ ke‿SER‿garSÕ?	O senhor tem que ser garçon?

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2. *He chooses his meal, asking for meat and a sweet potato:*

a) KÊru_SOpa_di_leGUmis_nũ_PRAtu_piKEnu.	Quero sopa de legumes num prato pequeno.
b) KÊru_KARni_aSAda kõ_DOsi_di_baTAta.	Quero carne assada com doce de batata.
c) KÊru_KARni_aSAda kõ_baTAta_DOsi.	Quero carne assada com batata doce.

3. *The waiter seems to have forgotten to bring the silver. Jones remarks:*

a) nãu_TEnhu_FAka, GARfu_i_kuLHÊR.	Não tenho faca, garfo e colher.
b) a_kuLHÊR nãu_esTA_LĨpa.	A colher não está limpa.
c) u_sinhor_nãu_alMÓsa_koMIgu?	O senhor não almoça comigo?

4. *Jones wants another knife, because he says:*

a) u_garSÕ_KÓRta_MInha_KARni.	O garçon corta minha carne.
b) esTO_korTÃdu_BÊ_kõ_a_FAka.	Estou cortando bem com a faca.
c) ÊSta_FAka nãu_KÓRta_u_BIfi.	Esta faca não corta o bife.

5. *The waiter asks when he would like his coffee, and he answers:*

a) KÊru_u_kaFÊ_Ozhi.	Quero o café hoje.
b) GÓStu_du_kaFÊ MŨItu_DOsi.	Gosto do café muito doce.
c) KÊru_u_kaFÊ kõ_a_koMIda.	Quero o café com a comida.

6. *There's no salt on the table, waiter:*

a) garSÕ, u_SAL_esTA_PÊRtu?	Garçon, o sal está perto?
b) FAsa_u_faVOR di_mi_DAR_u_SAL.	Faça o favor de me dar o sal.
c) u_sinhor preSIza_di_SAL, garSÕ?	O senhor precisa de sal, garçon?

7. *The waiter urges some more fruit upon him:*

a) u_sinhor_nãu_KÊR_MAIZ_Uma_baNAna?	O senhor não quer mais uma banana?
b) u_sinhor_KÊR_uma_baNAna_DOsi?	O senhor quer uma banana doce?
c) u_sinhor_KÊR_DOsi_di_baNAna?	O senhor quer doce de banana?

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8. *Someone says he drinks his coffee with milk and eats his bread with butter:*

a) koMEmus‿kaFÉ, PÃU, LEIti‿i‿mãTEIga.	Comemos café, pão, leite e manteiga.
b) toMAmus PÃU, mãTEIga, kaFÉ‿i‿LEIti.	Tomamos pão, manteiga, café e leite.
c) toMAmus‿kaFÉ kõ‿LEIti, i‿koMEmus‿PÃU kõ‿mãTEIga.	Tomamos café com leite, e comemos pão com manteiga.

9. *One of these would be the best choice for a sandwich:*

a) KEzhu‿é‿BÕ kõ‿PÃU.	Queijo é bom com pão.
b) GÓStu‿di‿laRÃzha kõ‿SAL.	Gosto de laranja com sal.
c) SOpa‿di‿FRUtas é‿meLHÓR.	Sopa de frutas é melhor.

10. *When we have finished eating we say we are satisfied:*

a) KUÃdu‿nãu‿keREmuz‿MAIZ‿ũ‿POku‿di‿kaFÉ, diZEmus « nãu‿KÉru‿MAIS » .	Quando não queremos mais um pouco de café, dizemos « não quero mais » .
b) KUÃdu‿VAmuz‿A‿KAza‿di‿ũ‿aMIgu, diZEmus « a‿koMIda‿esTA‿boaZInha » .	Quando vamos à casa de um amigo, dizemos « a comida está boazinha » .
c) KUÃdu‿koMEmuz‿BÊ, diZEmus « esTO‿satisFEItu » .	Quando comemos bem, dizemos « estou satisfeito » .

II

Read off each of the following as a proper question. Change the order of the subject and verb, if you think best, and put in *é que* wherever you think it will make a more natural-sounding question (to Brazilians, at least).

1. Quem / esta senhora / é / ?
2. Quem / a Nair / vê / no espelho?
3. Que / você / tem / na mão?
4. Quando e onde / a festa / é / ?
5. Você / quer / suco de laranja?
6. Onde / João / vai / jantar?
7. Que / você / diz / quando uma pessoa dá uma laranja a você?
8. Onde / dona Maria / manda / limpar o terno?
9. Onde / nós / podemos / comer?

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10. Quando / êle / vai / falar comigo?
11. Quanto / a senhora / quer / para lavar esta roupa?
12. Como / o senhor / se chama?
13. Quem / está falando / no telefone?
14. Quando / você / vai / estudar português?
15. Onde / um bom cinema / há / ?
16. Onde / o senhor Ferreira / está / ?
17. De que / Nair / está falando / ?
18. Com quem / o senhor / quer falar / ?
19. O senhor / precisa / de mais sal?
20. A senhorita / aceita / mais um pouco de doce?

Section D — Listening In

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercises as the Leader calls for them.

2. Word Study Check-up

Give the Portuguese for all English equivalents in the Word Study, as the Leader calls for it.

3. Listening In

(*Phonograph Record IV*, 4)

1. *Peter and Nair go to a restaurant and order a meal.*

PEdru. — VAmuz a ESti rrestauRÃti?
É bõZInhu.
SẼpri alMÓsu aKI.
é PẼRtu du eskriTÓriu õdi traBAlhu.

naIR. — maz é MŨItu BÕ, sinhor PEdru.

PEdru. — garSÕ, TẼ uma BOa MEza?
a sinhoRIta esTA BẼ aKI?

Pedro. — Vamos a êste restaurante?
É bomzinho.
Sempre almoço aquí.
É perto do escritório onde trabalho.

Nair. — Mas é muito bom, senhor Pedro.

Pedro. — Garçon, tem uma boa mesa?
A senhorita está bem aquí?

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naIR. — esTO_MŨItu_BÊ, obriGAda.
PEdru. — ke_Ê ke_a_sinhoRIta_KÊR?
uma_SOpa_di_gaLInha?
EU_tãBÊ.
garSÕ, nãu_TEmus_mãTEIga para_u_PÃU.
a_sinhoRIta_KÊR_PEshi?
naIR. — GÔStu_MAIZ_di_BIfi.
PEdru. — KE_leGUmis_TEmus? aSEIta_saLAda?
naIR. — KÉru_baTAta_DOsi i_saLAda_di_toMAti.
PEdru. — EU_KÉru_KARni_aSAda, VAzhēz_i_baTAta_BRÃka.
i_MAIZ_ũ_POku_di_Agua, garSÕ.
naIR. — uz_ameriKAnus_TOmãu_MŨIta_Agua.
PEdru. — a_siNHÓra KÊR_kaFÉ kõ_a_koMIda?
naIR. — obriGAda; KÉru_ũ_kaféZInhu_kõ_u_DOsi.
PEdru. — KÊR_MAIZ_ũ_POku_di_SAL?
naIR. — obriGAda; u_BIfi_nãu_preSIza_di_SAL.
esTO_gosTÃdu_da_koMIda_aKI.
SUa_KARni_aSAda esTA_BOa?
PEdru. — esTÁ_boaZInha.
naIR. — u_bifi_esTA_meLHÓR.
u_sinhor_KÊR_ũ_POku?
PEdru. — obriGAdu; esTO_satisFEItu.
a_sinhoRIta KÊR_DOsi_o_FRUtas?
naIR. — VAmuz_VER_ke_DOsis_TEmus.
KÉru_DOsi_di_Óvus.
PEdru. — nãu_koNHEsu, mas_KÉru_tãBÊ.
aSEIta_umas_FRUtas tãBÊ?

Nair. — Estou muito bem, obrigada.
Pedro. — Que é que a senhorita quer?
Uma sopa de galinha?
Eu também.
Garçon, não temos manteiga para o pão.
A senhorita quer peixe?
Nair. — Gosto mais de bife.
Pedro. — Que legumes temos? Aceita salada?
Nair. — Quero batata doce e salada de tomate.
Pedro. — Eu quero carne assada, vagens e batata branca.
E mais um pouco de água, garçon.
Nair. — Os americanos tomam muita água.
Pedro. — A senhora quer café com a comida?
Nair. — Obrigada; quero um cafézinho com o doce.
Pedro. — Quer mais um pouco de sal?
Nair. — Obrigada; o bife não precisa de sal.
Estou gostando da comida aquí.
Sua carne assada está boa?
Pedro. — Está boazinha.
Nair. — O bife está melhor.
O senhor quer um pouco?
Pedro. — Obrigado; estou satisfeito.
A senhorita quer doce ou frutas?
Nair. — Vamos ver que doces temos.
Quero doce de ovos.
Pedro. — Não conheço, mas quero também.
Aceita umas frutas também?

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naIR. — esTO satisFEIta. *Nair.* — Estou satisfeita.

PEdru. — PRÔtu? VAmuz au siNEma. *Pedro.* — Pronto? Vamos ao cinema.
koMÊsa AZ OItu Óras. Começa às oito horas.

2. *José Silva is interested in knowing if John Jones is happy in his new quarters.*

zhuZÊ. — u sinhor esTA kõTÊti na pẽSÃU di DOna Ana? *José.* — O senhor está contente na pensão de dona Ana?

ZHUÃU. — esTAmuz MŨItu satisFEItus, u PEdru i EU. *João.* — Estamos muito satisfeitos, o Pedro e eu.

DOna Ana DA BOa pẽSÃU. Dona Ana dá boa pensão.

Êla FAS sãDUIshis para eu koMER di NOIti, KUÃdu esTO estuDÃdu. Ela faz sanduíches para eu comer de noite, quando estou estudando.

zhuZÊ. — u sinhor esTUda MŨItu di NOIti? *José.* — O senhor estuda muito de noite?

ZHUÃU. — esTUdu. KÊru faLAR MŨItu BÊ u portuGES. *João.* — Estudo. Quero falar muito bem o português.

zhuZÊ. — u sinhor esTA faLÃdu MŨItu meLHÓR. *José.* — O senhor está falando muito melhor.

u siNHOR preSIza faLAR MŨItu kõ braziLEIrus. O senhor precisa falar muito com brasileiros.

u siNHOR preSIza zhãTAR ẽ NÓsa KAza. O senhor precisa jantar em nossa casa.

PÓdi SER Ozhi? Pode ser hoje?

ZHUÃU. — MŨItu obriGAdu; kõ MŨItu praZER. *João.* — Muito obrigado; com muito prazer.

zhuZÊ. — maRIa VAI fiKAR satisFEIta. *José.* — Maria vai ficar satisfeita.

VO telefoNAR ZHA ke u sinhor ZHÃta ẽ KAza. Vou telefonar já que o senhor janta em casa.

Êla VAI prepaRAR ũ BÕ BIfi ameriKAnu para u siNHOR. Ela vai preparar um bom bife americano para o senhor.

ZHUÃU. — us siNHOris SÃU MŨItu BÕS. *João.* — Os senhores são muito bons.

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Section E — Conversation

1. Covering the Portuguese of the Basic Sentences

Individual Study: With the Portuguese covered, practice until you can speak the Portuguese for each English sentence without hesitation.

2. Vocabulary Check-up

Give the Portuguese for all English sentences in the Basic Sentences as the Leader calls for it.

3. Conversation

Suggested Topics

1. Discuss with one of your friends the food at the boardinghouse. Compare it with what you had at home.
2. Invite someone to a restaurant. You go in and order a meal. You find that the soup is cold; your friend thinks the vegetables need salt, but the waiter has forgotten it. Your knife will not cut the steak, and his is not clean, etc.
3. Make arrangements with your landlady for the morning coffee. She will ask you if you want your coffee in your room. Agree upon the time. If you're going to eat a large breakfast, it would be a good idea to have it in the dining room.
4. Complain about the maid's service (*a empregada*). She doesn't clean the room properly. She comes to make the bed when you are in the room. The landlady explains that she has a lot of work to do and does the room when she can. Ask her to tell the washwoman, when she comes to get her clothes, that you have a package of clothes ready to take and wash. You speak about the washwoman; she washes clothes well.
5. Talk over with someone at your boardinghouse your experiences eating in town. You had very good meals at a restaurant near the hotel. Tell what you eat there. He tells of the good food the landlady prepares. You would like to eat your lunch and dinner at the boardinghouse, but the place where you work is not near.
6. Discuss the people in the boardinghouse with someone. You think one always needs a shave; another talks too much; one is always talking about his uncle who is a doctor. Comment on the fact that the man who is engaged to the landlady's daughter gets the best of everything.

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Continue conversation. Additional check-up if necessary.

FINDER LIST

almoçar	almoSAR	to lunch, eat noon meal (*reg.*)
assado	aSAdu	roast, baked (*p.p. of* assar, "to roast")
o assado	aSAdu	roast meat
a batata doce	baTAta‿DOsi	sweet potato
o bife	BIfi	beefsteak
bomzinho	bõZInhu	rather good, not too good
o café de manhã	kaFÊ‿di‿maNHÃ	breakfast
a colher	kuLHÉR	spoon
a colher de café	kuLHÉR di‿kaFÊ	coffee spoon (*very small*)
a colher de chá	kuLHÉR di‿SHA	teaspoon
a colher de sopa	kuLHÉR di‿SOpa	soup spoon, tablespoon
a comida	koMIda	food
conosco	koNOSku	with us
doce	DOsi	sweet
o doce	DOsi	dessert (*cooked*); candy
está na mesa	esTA‿na‿MEza	it's on the table; dinner's served
estou satisfeito	esTO‿satisFEItu	I've had enough
a faca	FAka	knife
frito	FRIto	fried (*p.p. of* fritar, "to fry")
a fruta	FRUta	fruit (*usually pl.*)
a galinha	gaLInha	chicken; hen
o garçon	garSÕ	waiter (*man*)
o garfo	GARfu	fork
hoje	Ozhi	today
jantar	zhãTAR	to dine; eat evening meal (*reg.*)
o jantar	zhãTAR	evening meal
a laranja	laRÃzha	orange
o legume	leGUmi	vegetable
mais um	MAIZ‿Ũ	one more, another
mais um pouco de	MAIZ‿Ũ‿POku‿di	a little more of
a manteiga	mãTEIga	butter
melhor	meLHÓR	better, best

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ou	O	or
o ovo	Ovu (Óvus)	egg(s)
passar	paSAR	to pass (*reg.*)
o peixe	PEshi	fish
perto (de)	PÊRtu	near (*if followed by a noun or pronoun, takes* de)
o prato	PRAtu	dish, plate
o queijo	KEshu	cheese
o sal	SAL	salt
a salada	saLAda	salad

o sandufche	sãDUIshi	sandwich
satisfeito	satisFEItu	satisfied
estou satisfeito	esTO satisFEItu	I've had enough
ficar satisfeito	fiKAR satisFEItu	to be glad
a sopa	SOpa	soup
o suco	SUku	juice
tomar	toMAR	to take (*reg.*)
o tomate	toMAti	tomato
uns, umas	ũs, umas	some
as vagens	VAzhẽs	green beans

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UNIT 10

SEEING THE SIGHTS

SECTION A — BASIC SENTENCES

(*Phonograph Record X*, 1)

John Jones and Nair Silva tell Peter Smith about their impressions of Rio.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Nair	*naIR*	*Nair*
Do you know Rio, Mr. Smith?	koNHÊsi_u_RRIu, sinhor_PEdru?	Conhece o Rio, senhor Pedro?
Peter	*PEdru*	*Pedro*
I'd like to know it.	gostaRIa_di_konheSER.	Gostaria de conhecer.
never	NŨka	nunca
I visited	viziTEI	visitei
I've never visited Rio.	NŨka_viziTEI_u_RRIu.	Nunca visitei o Rio.
Nair	*naIR*	*Nair*
you visited	u_siNHOR_viziTO	o senhor visitou
is it not?	nãu_É?	não é?
You've visited Rio, haven't you, Mr. Jones?	u_siNHOR_viziTO_u_RRIu, nãu_É, sinhor_ZHUÃU?	O senhor visitou o Rio, não é, senhor João?

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
John	*ZHUÃU*	*João*
I already have.	ZHA_viziTEI.	Já visitei.
Nair	*naIR*	*Nair*
to get around *or* to go places for enjoyment Did you get around a lot?	paSIAR paSIO_MŨItu?	passear Passeou muito?
John	*ZHUÃU*	*João*
places I visited the most important places.	uz_luGAris viziTEI_uz_luGAriz_MAIZ_ĩporTÃtis.	os lugares Visitei os lugares mais importantes.
I saw the harbor commercial I saw the city, the harbor, and the important business houses.	VI u_PORtu komerSIAL, komerSIAIS VI_a_siDAdi, u_PORtu, i_as_KAzas_komerSIAIZ_ĩporTÃtis.	vi o porto comercial, comerciais Vi a cidade, o porto, e as casas comerciais importantes.
the streets modern The streets are modern.	az_RRUas moDÉRnu az_RRUas_sãu_moDÉRnas.	as ruas moderno As ruas são modernas.
automobile, automobiles streetcar bus There are many automobiles, streetcars, and buses.	u_autoMÓvél, uz_autoMÓveis u_BÕdi u_Onibus A_MŨItuz_autoMÓveis, BÕdiz i_Onibus.	o automóvel, os automóveis o bonde o ônibus Há muitos automóveis, bondes e ônibus.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Nair	*naIR*	*Nair*
the stores	az_LÓzhas	as lojas
things	as_KOzas	as cousas
The stores have pretty things!	az_LÓzhas TÊ_KOzaz_boNItas!	As lojas têm cousas bonitas!
park	u_PARki	o parque
sea	u_MAR	o mar
The parks near the sea are lovely!	us_PARkis PÊRtu_du_MAR sãu_boNItus!	Os parques perto do mar são bonitos!
persons	as_peSOas	as pessoas
Many people pass on the street all the time.	MŨItas_peSOas PAsãu_na_RRUa TOdu_u_TÊpu.	Muitas pessoas passam na rua todo o tempo.
The cafés have many good things to eat.	us_kaFÉS TÊ_MŨItas_KOzaz_BOas para_koMER.	Os cafés têm muitas cousas boas para comer.
	(*Phonograph Record X*, 2)	
you ate	u_siNHOR_koMEU	o senhor comeu
Did you eat in the American Restaurant?	koMEU nu_rrestauRÃti_ameriKAnu?	Comeu no Restaurante Americano?
They have American food.	TÊ_koMIda_ameriKAna.	Têm comida americana.
John	*ZHUÃU*	*João*
I ate	koMI	comí
I ate American desserts.	koMI_DOsiz_ameriKAnus.	Comí doces americanos.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Peter	*PEdru*	*Pedro*
to pass time you people spent time How much time did you spend in Rio?	paSAR_TÊpu paSArãu_TÊpu KUÃtu_TÊpu paSArãu_nu_RRIu?	passar tempo passaram tempo Quanto tempo passaram no Rio?
Nair	*naIR*	*Nair*
I spent eight days.	paSEI_OItu_DIas.	Passei oito dias.
my father sent me to have a pleasure trip My father sent me for a pleasure trip to my aunt's house.	meu_PAI mi_mãDO paSIAR meu_PAI mi_mãDO_paSIAR na_KAza_di_MInha_TIa.	meu pai me mandou passear Meu pai me mandou passear na casa de minha tia.
I was happy I was glad to see Rio.	fiKEI_kõTÊti fiKEI_kõTÊti di_VER_u_RRIu.	fiquei contente Fiquei contente de ver o Rio.
John	*ZHUÃU*	*João*
I was very pleased to be able to know Rio, too.	EU_tãBÉ_fiKEI_satisFEItu di_poDER_konheSER_u_RRIu.	Eu também fiquei satisfeito de poder conhecer o Rio.
Nair	*naIR*	*Nair*
to ride in a bus I liked to ride in a bus near the sea.	paSIAR di_Onibus gosTEI di_paSIAR di_Onibus PÉRtu_du_MAR.	passear de ônibus Gostei de passear de ônibus perto do mar.
John	*ZHUÃU*	*João*
you went Did you go to the Corcovado?	a_siNHÓra FOI FOI_au_korkoVAdu?	a senhora foi Foi ao Corcovado?

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Peter	*PEdru*	*Pedro*
What is the Corcovado?	ke_É_u_korkoVAdu?	Que é o Corcovado?
Nair	*naIR*	*Nair*
high mountain	a_mõTAnha_ALta	a montanha alta
It's a high mountain in the city.	É_uma_mõTAnha_ALta na_siDAdi.	É uma montanha alta na cidade.
I went	FUI	fui
in an automobile	di_autoMÓvél	de automóvel
I went in an automobile.	FUI_di_autoMÓvél.	Fui de automóvel.
From there I saw all the city.	daLI VI_TOda_a_siDAdi.	Dalí vi toda a cidade.
view	a_VISta	a vista
It's a pretty view.	É_uma_VISta_boNIta.	É uma vista bonita.
	(*Phonograph Record X*, 3)	
John	*ZHUÃU*	*João*
you saw	a_siNHÓra_VIU	a senhora viu
church	a_jGREzha	a igreja
Did you see the churches?	VIU_az_jGREzhas?	Viu as igrejas?
Nair	*naIR*	*Nair*
we went	FOmus	fomos
My aunt and I went to one church.	MInha_TIa i_EU FOmuz_a_Uma_iGREzha.	Minha tia e eu fomos a uma igreja.
I liked	gosTEI	gostei
I liked the movies.	gosTEI_dus_siNEmas.	Gostei dos cinemas.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
What beautiful movie houses they are!	KOmu_us_siNEmas sãu_boNItus!	Como os cinemas são bonitos!
Peter	*PEdru*	*Pedro*
What did you like best?	di_ki_É ke_gosTO_MAIS?	De que é que gostou mais?
Nair	*naIR*	*Nair*
I think the stores.	PÊsu ke_daz_LÓzhas.	Penso que das lojas.
we bought	kõPRAmus	comprámos
We bought a lot of things.	kõPRAmuz_MŨItas_KOzas.	Comprámos muitas cousas.
And what did you like?	i_u_siNHOR gosTO_di_KE?	E o senhor gostou de que?
John	*ZHUÃU*	*João*
tropical view	a_VISta_tropiKAL	a vista tropical
Sugar Loaf (*a mountain*)	u_PÃU_di_aSUkar	o Pão de Açúcar
I liked the tropical view from the Corcovado and Sugar Loaf.	gosTEI_da_VISta_tropiKAL du_korkoVAdu i_du_PÃU_di_aSUkar.	Gostei da vista tropical do Corcovado e do Pão de Açúcar.
Nair	*naIR*	*Nair*
Oh, I want to live in Rio.	A, EU_KÊru_moRAR nu_RRIu.	Ah! Eu quero morar no Rio.
Peter	*PEdru*	*Pedro*
why *or* because	porKE	porque
Why? Because it is prettier than Natal?	porKE? porke_é_MAIZ_boNItu du_ke_naTAL?	Porque? Porque é mais bonito do que Natal?

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ENGLISH EQUIVALENT	AIDS TO LISTENING	CONVENTIONAL SPELLING
Nair	*naIR*	*Nair*
with conditioned air	kõ_AR_kõdisioNAdu	com ar condicionado
Because it has air-conditioned movies!	porKE_TÊ_siNEmas kõ_AR_kõdisioNAdu!	Porque tem cinemas com ar condicionado!

Hints on Pronunciation

In typical Brazilian speech there is a fairly smooth flow with few syllables especially stressed. Questions are asked with the voice on a flatter level than in English. Although every word of more than one syllable has a stressed syllable, in speaking fluently many of these stresses are smoothed out. For example, the following question, read with a stress on each stressed syllable, would sound bumpy: *u_siNHOR_SILva_NÃU_KÉR_koMER?* A Brazilian would say: *u_sinhor_silva_nãu_kér_koMER?* And his voice would rise and stress the last syllable, while the rest of the sentence would be smooth and almost flat.

Pronounce the following sentences, trying to get them as smooth and fluent as possible.

(*Phonograph Record X*, 3)

PRACTICE

Que é que o amigo quer? (ky_é_ky_u_wamigu_KÉR?)	What do you want, friend?
Maria está alí adiante. (maria_esta_a_ly_aDYÃti)	Mary is ahead there.
Trabalho aquí à esquerda. (trabalhwaki_ya_esKERda)	I work on the left here.
A cidade é grande e importante. (a sidady_é_GRÃD i_iporTÃti)	The city is large and important.

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Esta pessoa é americana. (ésta_pesow_é_ameriKAna)	This person is American.
Não vou à igreja o dia inteiro. (nãu_vow_a_iGREzh u_di_ĩTEIru [1])	I don't go to church all day.
Passeei na rua uma meia hora. (pasiei_na_rru_ũma_meiy_Ór a [1])	I walked along the street for half an hour.

Section B — Word Study and Review of Basic Sentences

1. Word Study

COMMENT 1

We Speak of Past Events

Nunca *visitei* o Rio.	NŨka_viziTEI_u_RRIu.	I never visited Rio.
O senhor *visitou* o Rio.	u_siNHOR viziTO_u_RRIu.	You visited Rio.
Passeou muito?	paSIO_MŨItu?	Did you run around a lot?
Ela *gostou* da vista tropical.	Éla_gosTO_da_VISta_tropiKAL.	She liked the tropical view.
Nós *comprámos* muitas cousas.	NÓS_kõPRAmuz_MŨItas_KOzas.	We bought many things.
Fiquei contente.	fiKEI_kõTÊti.	I was happy.
Os senhores *ficaram* contentes?	us_siNHOris_fiKArãu_kõTÊtis?	Were you pleased?
Quanto tempo *passaram* no Rio?	KUÃtu_TÊpu paSArãu_nu_RRIu?	How much time did you (*pl.*) spend in Rio?
Eu *passei* oito dias.	EU_paSEI_OItu_DIas.	I spent eight days.

These are the forms of the Preterite of *–ar* verbs, used when you want to bring up something that happened at some particular time in the past. When you think back to what you did yesterday, or last week, or a year ago, and wish to tell those experiences, you must use these endings for all the *–ar* verbs you already know and those

[1] In the case of *dia inteiro* and *meia hora* the **a** in the middle may appear very quickly or may disappear entirely. Notice carefully what your Guide does.

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you may learn later. (Remember, however, that *dar*, "to give," and *estar*, "to be," are irregular.)

To complete the picture, notice the forms of the verb *passar*, on which you can model others:

eu passei	EU_paSEI	I spent *or* passed
ele passou	Eli_paSO	he spent *or* passed
nós passámos	NÓS_paSAmus	we spent *or* passed
eles passaram	Elis_paSArãu	they spent *or* passed

Observe the forms of the second-conjugation verbs italicized in the following:

Comí doces americanos.	koMI_DOsiz_ameriKAnus.	I ate American sweets.
Comeu no Restaurante Americano?	koMEU_nu_rrestauRÃti_ ameriKAnu?	Did you eat in the American Restaurant?

These are the forms you have met of the Preterite of regular *–er* verbs. Unfortunately, most of the *–er* verbs you have met so far are irregular, such as *ser*, *ter*, *dizer*, *ver*, *poder*, *querer*. Although the Preterites of irregular verbs frequently have the same endings as regular *–er* verbs, the roots of the verbs often change, and so these verbs will have to be learned one at a time. In this unit we give you the Preterite of *comer*, "to eat."

Eu comí.	EU_koMI.	I ate.
Nair comeu.	naIR_koMEU.	Nair ate.
Comemos muito.	koMEmus_MŨItu.	We ate a great deal.
Nair e João comeram doces.	naIR_i_ZHUÃU_koMErãu_DOsis.	Nair and John ate sweets.

The italicized words in the following are forms of the verb *ir*, "to go":

Fui de automóvel.	FUI_di_autoMÓvél.	I went by automobile.
Foi ao Corcovado?	FOI_au_korkoVAdu?	Did you go to the Corcovado?
Minha tia e eu *fomos* a uma igreja.	MInha_TIa i_EU FOmuz_a_Uma_iGREzha.	My aunt and I went to a church.
Elas *foram* a uma igreja.	Élas_FOrãu a_Uma_iGREzha.	They went to a church.

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Here are some of the forms of the Preterite of *ver*, "to see," which you have had:

Vi a cidade e o porto.	VI_a_siDAdi i_u_PORtu.	I saw the city and the harbor.
Viu as igrejas?	VIU_az_iGREzhas?	Did you see the churches?
Dalí *vi* toda a cidade.	daLI VI_TOda_a_siDAdi.	From there I saw all the city.

In order to complete the picture, observe the forms which you have not met:

Vimos uma bonita vista.	VImuz_uma_boNIta_VISta.	We saw a lovely scene.
Nair e João *viram* o Pão de Açúcar.	naIR_i_ZHUÃU VIrãu_u_PÃU_di_aSUkar.	Nair and John saw the Sugar Loaf.

COMMENT 2

Some More Plurals

Há três luzes elétricas.	A_TRES_LUziz_eLÊtrikas.	There are three electric lights.
Os senhores almoçam na cidade?	us_siNHOris alMÓsãu_na_siDAdi?	You folks lunch in town?
Visitei os lugares importantes.	viziTEI_uz_luGAriz_īporTÃtis.	I visited the important places.

Nouns and adjectives ending in **–r**, **–s**, or **–z** add **–es** (pronounced **–is**) for the plural. You can observe it in expressions such as the following:

Há muitos portugueses no Brasil.	A_MŨItus_portuGEzis nu_braZIL.	There are many Portuguese (people) in Brazil.
Recife e Baía são maiores do que Natal.	rreSIfi_i_baIa sãu_maiÓriz du_ke_naTAL.	Recife and Bahia are larger than Natal.
As colheres de sopa.	as_kuLHÊris_di_SOpa.	Soup spoons.

Now observe some more plurals of nouns and adjectives:

Fui de automóvel.	FUI_di_autoMÓvél.	I went by automobile.
Há muitos automóveis.	A_MŨItuz_autoMÓveiz.	There are many automobiles.

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Fui a um hotel; fui a muitos hotéis.	FUI_a_Ũ_oTÉL; FUI_a MŨItuz_oTÉIS.	I went to one hotel; I went to many hotels.
Trabalho numa casa comercial.	traBAlhu NUma_KAza_komerSIAL.	I work in a business house.
As casas comerciais têm muitos empregados.	as_KAzaz_komerSIAIS TÊ_MŨItuz_ēpreGAdus.	Business houses have many employees.
Os mares são azues.	uz_MAris_sãu_aZUIS.	The seas are blue.

Nouns and adjectives ending in **–l** substitute **–es** for the **–l** to make the plural, in most cases. (However, nouns and adjectives ending in unstressed **–il** make their plural in **–eis**; *frágil* [fragile] has the plural *frágeis;* and nouns and adjectives ending in stressed **–il** make their plural in **–is**: *civil* [pronounced siVIL], "civilian," has the plural *civis.*)

Some words do not change for the plural:

Gostei de passear de ônibus.	gosTEI_di_paSIAR di_Onibus.	I liked to ride in a bus.
Há muitos ônibus na rua.	A_MŨItuz_Onibus na_RRUa.	There are many buses on the streets.

Ônibus remains the same for the singular and plural.

COMMENT 3

Ficar, *as Useful as "to get" in English*

Pedro quer ficar no Brasil.	PEdru_KÊR_fiKAR nu_braZIL.	Peter wants to remain in Brazil.
Gostaria de ficar aquí.	gostaRIa_di_fiKAR_aKI.	I would like to stay here.
Fico com o quarto.	FIku_kõ_u_KUARtu.	I'll take the room.
Fiquei contente de ver o Rio.	fiKEI_kõTÊti di_VER_u_RRIu.	I was happy to see Rio.
Fiquei satisfeito de poder conhecer o Rio.	fiKEI_satisFEItu di_poDER_koneSER_u_RRIu.	I was very pleased to be able to know Rio.
O café ficou frio.	u_kaFÉ_fiKO_FRIu.	The coffee got cold.

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Ficar primarily means "to stay" in a place, *ficar com*, literally, "to stay with," means "to keep," "take," "buy" something being considered for that purpose. *Ficar* may be used with any number of adjectives to mean "to become," "get." You can observe many more uses of *ficar* in the lessons to come.

2. Covering English and Portuguese of Word Study

Individual Study: Give the English equivalents of all Portuguese expressions in the Word Study and the Portuguese for all the English.

3. Review of Basic Sentences

Further oral practice with the first part of the Basic Sentences.

Section C — Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the Basic Sentences.

2. Covering the English of Basic Sentences

Individual Study: Check your knowledge of the meaning of all words and phrases in the Basic Sentences.

3. What Would You Say?

I

1. *Jones is telling about his visit to Rio. He says:*

a) NŪka ‿ viziTEI ‿ u ‿ RRIu.	Nunca visitei o Rio.
b) aGÓra viZItu ‿ u ‿ RRIu.	Agora visito o Rio.
c) ZHA ‿ visiTEI ‿ u ‿ RRIu.	Já visitei o Rio.

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2. *Asked about how long he was there, he says:*

a) paSEI_MŨItu_TÉpu nu_RRIu. — Passei muito tempo no Rio.
b) paSIEI_di_autoMÓvél ũz_DIas. — Passeei de automóvel uns dias.
c) paSEI_MŨItas_peSOas na_RRUa. — Passei muitas pessoas na rua.

3. *He speaks of important landmarks:*

a) u_korkoVAdu i_u_PÃU_di_aSUkar sãu_BÕdiz_moDÉRnus. — O Corcovado e o Pão de Açúcar são bondes modernos.
b) u_korkoVAdu i_u_PÃU_di_aSUkar sãu_iGREzhaz_ĩporTÃtis. — O Corcovado e o Pão de Açúcar são igrejas importantes.
c) u_korkoVAdu i_u_PÃU_di_aSUkar sãu mõTAnhas, na_siDAdi. — O Corcovado e o Pão de Açúcar são montanhas, na cidade.

4. *He makes a play on words:*

a) nãu_gostaRIa di_koMERu_PÃU_di_aSUkar: é_MŨItu_DOsi. — Não gostaria de comer o Pão de Açúcar: é muito doce.
b) u_PÃU_di_aSUkar é_uma_mõTAnha nu_PORtu_du_RRIu. — O Pão de Açúcar é uma montanha no porto do Rio.
c) nãu_poDEmus_koMER_u_korkoVAdu, porKE_é_uma_mõTAnha. — Não podemos comer o Corcovado, porque é uma montanha.

5. *One of the following statements is true:*

a) as_peSOas nãu_PÕdẽ_paSIAR nus_PARkiz_du_RRIu. — As pessoas não podem passear nos parques do Rio.
b) nãu_a_MAR PÉRtu_du_PORtu_du_RRIu. — Não há mar perto do porto do Rio.
c) nu_RRIu A_GRÃdis_siNEmaz_boNItus, kõ_AR_kõdisioNAdu. — No Rio há grandes cinemas bonitos, com ar condicionado.

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6. *Jones thought of buying some things for his wife while in Rio:*

a) fiKEI_satisFEItu di_poDER_kõPRAR_KOzaz_boNItas para_MInha_siNHÓra.	Fiquei satisfeito de poder comprar cousas bonitas para minha senhora.
b) fiKEI_kõTÊti porKE_MInha_siNHÓra_nãu_esTA nu_RRIu.	Fiquei contente porque minha senhora não está no Rio.
c) MInha_siNHÓra_nãu_gostaRIa di_oLHAR para_az_VIStas_tropiKAIS.	Minha senhora não gostaria de olhar para as vistas tropicais.

7. *Jones tells how he spent his time:*

a) mãDEI_faZER uma_jGREzha_ĩporTÃti.	Mandei fazer uma igreja importante.
b) kõPREI_as_peSOas ke_paSArãu_PÊRtu_di_MInha_MEza nu_kaFÉ.	Comprei as pessoas que passaram perto de minha mesa no café.
c) paSIEI_di_Onibus i_oLHEI_para_az_ĩporTÃtis_KAzas_komerSIAIS.	Passeei de ônibus e olhei para as importantes casas comerciais.

8. *The chief characteristic of Rio, Jones finds, is:*

a) u_RRIu_é_uma_siDAdi_moDÉRna i_boNIta.	O Rio é uma cidade moderna e bonita.
b) u_RRIu_é_uma_siDAdi_tropiKAL i_tãBÉ_é_PORtu_komerSIAL.	O Rio é uma cidade tropical e também é porto comercial.
c) az_DUas_TÊ_BÕdis, autoMÓveis i_Onibus.	As duas têm bondes, automóveis, e ônibus.

9. *Jones would sum up his liking for Rio as follows:*

a) gosTEI_du_RRIu porKE_TÊ_MŨItuz_braziLEIrus.	Gostei do Rio porque tem muitos brasileiros.
b) gosTEI_du_RRIu porKE_a_koMIda_é_ameriKAna.	Gostei do Rio porque a comida é americana.
c) gosTEI_du_RRIu porKE_é_uma_siDAdi_MŨItu, MŨItu_boNIta.	Gostei do Rio porque é uma cidade muito, muito bonita.

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10. *A woman's main impression would be something like this:*

a) az_LÓzhas_sãu_moDÊRnas i_PÓsu_kõPRAR_KOzaz_boNItas.	As lojas são modernas e posso comprar cousas bonitas.
b) u_PÃU_di_aSUkar TÊ_AR_kõdisioNAdu.	O Pão de Açúcar tem ar condicionado.
c) u_RRIu_é_uma_iporTÂti_RRUa_komerSIAL.	O Rio é uma importante rua comercial.

II

Retell the following incident as if it happened in the past, putting all of the verbs now in the Present tense into the Preterite:

O senhor Francisco vai visitar uma grande cidade com seu bom amigo o senhor Roberto. Visitam casas comerciais, compram cousas bonitas para seus filhos, vêem as igrejas, vão ao cinema, passeiam de bonde e de ônibus, comem cousas boas nos cafés. Êles ficam muito tempo na mesa de um café, e o senhor Roberto vê passar moças bonitas. Quando passa uma moça muito bonita, o senhor Roberto pensa « Que moça bonita! » Mas êle olha no espelho, e vê o seu rosto e sua barba grande. Êle vai ao barbeiro para fazer a barba. O barbeiro também corta o cabelo e escova a roupa do senhor Roberto. Êle volta para o café. Êle passa mais tempo olhando para as moças. Agora as moças olham para êle também. De noite os dois amigos tomam o trem e voltam para casa. O senhor Francisco diz (disse): « Nunca passo um dia mais agradável! » O senhor Roberto diz: « Nunca vejo moças mais bonitas! »

All of the following sentences can be completed by supplying some form of the same verb. What verb is it? Supply the correct form in each sentence:

1. Eu ____ sempre neste hotel; a comida aquí é boa.
2. O senhor ____ com estas camisas? ____, sim, porque são boas.
3. Quando o ar está muito fresco, dona Maria ____ com frio.
4. Nós ____ contentes quando vamos jantar bife.
5. As moças brasileiras não gostam de ____ no sol.
6. Nair não vai passear comigo? Não, ela quer ____ em casa.

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Section D — Listening In

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the Portuguese for all English equivalents in the Word Study as the Leader calls for them.

3. Listening In

(*Phonograph Record X*, 4)

1. *Two typical tourists get off the boat and want to see the town.*

rriKARdu.	— u_siNHOR_koNHÊsi_ÊSta_siDAdi?	*Ricardo.*	— O senhor conhece esta cidade?
KARlus.	— NÃU, nãu_koNHEsu.	*Carlos.*	— Não, não conheço.
	gostaRIa_di_paSIAR ũ_POku.		Gostaria de passear um pouco.
	u_NÓsu_naVIu vai_fiKAR_nu_PORtu KUAtru_Óras.		O nosso navio vai ficar no porto quatro horas.
rriKARdu.	— VAmus_toMAR_ũ_BÕdi para_VER_a_siDAdi?	*Ricardo.*	— Vamos tomar um bonde para ver a cidade?
	disKULpi, siNHOR: PÓdi_nus_diZER ke_BÕdi PAsa_pela_siDAdi?		Desculpe, senhor: pode nos dizer que bonde passa pela cidade?
	keREmus_VER_as_KOzas i_uz_luGAris maiz_iporTÃtis.		Queremos ver as cousas e os lugares mais importantes.
	TEmuz_TREZ_Óras.		Temos três horas.
ũ_siNHOR.	— PÓdẽ_toMAR_u_BÕdi shaMAdu_BOa_VISta.	*Um senhor.*	— Podem tomar o bonde chamado « Boa Vista ».

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PAsa pelas KAzas komerSIAIS maiz moDÉRnas da siDAdi, i pelus PARkis maiz boNItus.

Passa pelas casas comerciais mais modernas da cidade, e pelos parques mais bonitos.

rriKARdu. — Ôdi esTÃU az meLHÓriz LÓzhas?

Ricardo. — Onde estão as melhores lojas?

gostaRIa di kõPRAR uma KOza para MInha irmãZInha.

Gostaria de comprar uma cousa para minha irmãzinha.

Ela GÓSta di KOzas tropiKAIS.

Ela gosta de cousas tropicais.

u siNHOR. — aLI adiÃti, PÊRtu du PARki, a uma BOa LÓzha.

O senhor. — Alí adiante, perto do parque, há uma boa loja.

us siNHOris NÚka viziTArãu a NÓsa siDAdi?

Os senhores nunca visitaram a nossa cidade?

KARlus. — NÃU siNHOR. esTAmus kõTÊtis porke poDEmus konheSEla aGÓra.

Carlos. — Não, senhor. Estamos contentes porque podemos conhecê-la agora.

u PORtu aKI é ipurTÃti, nãu É?

O porto aquí é importante, não é?

u siNHOR. — É Ú dus PÓRtus MAIZ ipurTÃtis du braZIL.

O senhor. — É um dos portos mais importantes do Brasil.

rriKARdu. — MÚItu obriGAdu. esTAmus gosTÃdu MÚItu da sua siDAdi.

Ricardo. — Muito obrigado. Estamos gostando muito da sua cidade.

(*Three hours later*)

KARlus. — Ólha! aLI esTA u siNHOR ke faLO koNOSku.

Carlos. — Olha! Alí está o senhor que falou conosco.

u siNHOR. — A! us siNHOris gosTArãu da siDAdi?

O senhor. — Ah! Os senhores gostaram da cidade?

rriKARdu. — MÚItu. a VISta du ALtu da mõTAnha é MÚItu boNIta.

Ricardo. — Muito. A vista do alto da montanha é muito bonita.

u siNHOR. — u siNHOR kõPRO uma KOza para sua irMÃ?

O senhor. — O senhor comprou uma cousa para sua irmã?

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rriKARdu. — kõPREI. VI_MŨItaz_KOzaz_boNItas na_LÓzha di_ke_u_siNHOR_mi_faLO. paSIAmuz_ũ_POku nu_PARki ke_FIka_PÉRtu_da_LÓzha. i_FOmuz_VER_a_iGREzha di_NÓsa_siNHÓra_da_GLÓria. — *Ricardo.* — Comprei. Vi muitas cousas bonitas na loja de que o senhor me falou. Passeámos um pouco no parque que fica perto da loja. E fomos ver a Igreja de Nossa Senhora da Glória.

KARlus. — BÉ, TEmuz_ke_volTAR_au_naVIu. fiKAmuz_MŨItu_obriGAdus_au_siNHOR. — *Carlos.* — Bem, temos que voltar ao navio. Ficamos muito obrigados ao senhor.

u_siNHOR. — di_NAda; u_praZER_foi_TOdu_MEU. — *O senhor.* — De nada; o prazer foi todo meu.

rriKARdu. — PÉsu ke_zha_konheSEmus_BÊ u_braZIL, nãu_É? — *Ricardo.* — Penso que já conhecemos bem o Brasil, não é?

2. *John Jones, Peter Smith, and Nair Silva do a little sight-seeing.*

ZHUÃU. — DOna_naIR, TEmuz_aKI_ũ_autoMÓvél. keREmus_VER_a_siDAdi. a_sinhoRIta_KÉR_IR_tãBÉ? — *João.* — Dona Nair, temos aquí um automóvel. Queremos ver a cidade. A senhorita quer ir também?

naIR. — KÉru, SÍ. GÓStu_MŨItu di_paSIAR_di_autoMÓvél. — *Nair.* — Quero, sim. Gosto muito de passear de automóvel.

ZHUÃU. — a_MŨItaz_iGREzhaz_boNItas NÉSta_siDAdi? — *João.* — Há muitas igrejas bonitas nesta cidade?

PEdru. — ZHUÃU_GÓSta_di_oLHAR para_iGREzhas. EU_GÓStu_MAIS di_oLHAR para_az_RRUas, para_as_peSOas ke_PAsãu, para_az_MOsas. — *Pedro.* — João gosta de olhar para igrejas. Eu gosto mais de olhar para as ruas, para as pessoas que passam, para as moças.

ZHUÃU. — voSÊ_nãu_preSIza_di_autoMÓvél. — *João.* — Você não precisa de automóvel.

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PÓdi‿fiKAR‿na‿MEza‿di‿ũ‿kaFÉ, i‿oLHAR‿az‿MOsas ke‿PAsãu.

PEdru. — VAmus‿aKI NESti‿kaFÉ? nãu‿presiZAmus‿MAIS du‿autoMÓvél.

Pode ficar na mesa de um café, e olhar as moças que passam.

Pedro. — Vamos aquí neste café? Não precisamos mais do automóvel.

Section E — Conversation

1. Covering the Portuguese of Basic Sentences

Individual Study: With the Portuguese covered, practice until you can speak the Portuguese for each English sentence without hesitation.

2. Vocabulary Check-up

Give the Portuguese for all English sentences in the Basic Sentences as the Leader calls for it.

3. Conversation

Suggested Topics

1. Two people contrast the town they are in with what they have heard of Rio. Compare streetcars, buses, closeness to the sea, presence of mountains and views of the harbor, the parks, the chances for pleasant walks, etc.
2. Two friends just back from furlough talk together about the cities they visited during their leave. Tell what was seen and done, how long you stayed, where, etc. Automobile trips, the train or bus, the restaurants, hotels or houses, the food, the company should all be mentioned.
3. Ask someone to join you at a table at a sidewalk café. You talk together about the people who go by — what you guess their work to be, the family groups that hang together and what their specific relationship to each other is.
4. One person is about to travel to Rio or to New York or some other place you are prepared to talk about. Ask someone else to tell you what sights there are to see, how you can get around by bus or streetcar. Get directions for theaters, hotels, churches of interest, business houses, and the like.

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Section F — Conversation (*Cont.*)

Continue conversation. Additional check-up on the material of the Basic Sentences by the Leader if it seems necessary.

FINDER LIST

o açúcar	aSUkar	sugar
alto	ALtu	high, tall
o automóvel	autoMÓvél	automobile
o bonde	BÕdi	streetcar
o café	kaFÉ	café
com ar condicionado	kõ‿ar‿kõdisioNAdu	with air conditioning
comercial	komerSIAL	commercial, business
comeu	koMEU	you ate; he, she ate
comí	koMI	I ate
comprámos	kõPRAmus	we bought
comprar	kõPRAR	to buy (*reg.*)
conhecê-la	kõnheSEla	to know it (*fem.*)
o Corcovado	korkoVAdu	Corcovado Mountain (*means* Hunchback)
a cousa	KOza	thing
dalí	daLI	from there
foi	FOI	you went; he, she went
fomos	FOmus	we went
foram	FOrãu	they went; you folks went
fui	FUI	I went
gostei	gosTEI	I liked
gostou	gosTO	you liked; he, she liked
a igreja	iGREzha	church
a loja	LÓzha	store, shop (*not* grocery store)
o lugar	luGAR	place
mandou	mãDO	you sent; he, she sent
o mar	MAR	sea
moderno	moDÉRnu	modern
a montanha	mõTAnha	mountain
não é	nãu‿É?	isn't that so?
nunca	NÚka	never
o ônibus	Onibus	omnibus, bus

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o Pão de Açúcar	PÃU_di_aSUkar	Sugar Loaf (*a mountain*)
o parque	PARki	park
passar tempo	paSAR_TÊpu	to spend time
passaram	paSArãu	you, they passed, spent (*time*)
passear	paSIAR	to walk *or* travel for pleasure (*pres. tense slightly irreg.*)
passeei	paSIEI	I ran around, I went places for fun
passei	paSEI	I passed, I spent (*time*)
passeou	paSIO	you, he, she went places
passou	paSO	you, he, she passed, spent (*time*)

pelo	PElu	through the, by the, along the
a pessoa	peSOa	person
as pessoas	peSOas	persons, people
porque?	porKE?	why?
porque . . .	porKE	because
o porto	PORtu	port
a rua	RRUa	street
tropical	tropiKAL	tropical
vi	VI	I saw
visitar	viziTAR	to visit (*reg.*)
visitei	viziTEI	I visited
visitou	viziTO	you, he, she visited
a vista	VISta	sight, view; picture postcards
viu	VIU	you, he, she saw

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UNIT 11

SHOPPING

Section A — Basic Sentences

(*Phonograph Record XI*, 1)

Peter and John go shopping.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
John	*ZHUÃU*	*João*
I have to buy some things.	TEnhu_ke_kõPRAR_umas_KOzas.	Tenho que comprar umas cousas.
to make purchases	faZER_KÕpras	fazer compras
Do you want to go shopping with me?	KÊR_faZER_KÕpras koMIgu?	Quer fazer compras comigo?
Peter	*PEdru*	*Pedro*
Let's. I need shoes.	VAmus. preSIzu_di_saPAtus.	Vamos. Preciso de sapatos.
Here's a shoe store.	aKI_esTA_uma_KAza di_saPAtus.	Aquí está uma casa de sapatos.
clerk	u_kaSHEIru	o caixeiro
There is a clerk.	aLI_esTA_Ũ_kaSHEIru.	Alí está um caixeiro.
a pair	ũ_PAR	um par
I want a pair of shoes.	KÊru_ũ_PAR di_saPAtus.	Quero um par de sapatos.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Clerk	*kaSHEIru*	*Caixeiro*
what color	ki_KOR	que côr
What color do you want?	ki_KOR u_siNHOR_KÉR?	Que côr o senhor quer?
Peter	*PEdru*	*Pedro*
black	PREtu	preto
I want black shoes, like these.	KÉru_saPAtus_PREtus, KOmu_EStis.	Quero sapatos pretos, como êstes.
Clerk	*kaSHEIru*	*Caixeiro*
what number to use	ki_NUmeru uZAR	que número usar
What size do you wear?	ki_NUmeru u_siNHOR_Uza?	Que número o senhor usa?
Peter	*PEdru*	*Pedro*
half	MEIu	meio
Eight and a half.	OItu_i_MEIu.	Oito e meio.
Clerk	*kaSHEIru*	*Caixeiro*
forty	kuaRÊta	quarenta
You wear size forty.	u_siNHOR_Uza NUmeru_kuaRÊta.	O senhor usa número quarenta.
Peter	*PEdru*	*Pedro*
possible	poSIvél	possível
What? That's impossible!	u_KE? nãu_é_poSIvél!	O que? Não é possível!
John	*ZHUÃU*	*João*
different	difeRÊti	diferente
Shoe sizes are numbered differently here.	uz_NUmerus_dus_saPAtus sãu_difeRÊtiz_aKI.	Os números dos sapatos são diferentes aquí.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Clerk	*kaSHEIru*	*Caixeiro*
Is the shoe comfortable?	u_saPAtu_esTA_BÕ?	O sapato está bom?
Peter	*PEdru*	*Pedro*
It's comfortable, yes sir.	esTA_BÕ, sĩ_siNHOR.	Está bom, sim senhor.
How much is it?	KUÂtu_É?	Quanto é?
Clerk	*kaSHEIru*	*Caixeiro*
one hundred	SÊ	cem
One hundred cruzeiros.	SÊ_kruZEIrus.	Cem cruzeiros.
Peter	*PEdru*	*Pedro*
change	u_TROku	o troco
a bill of two hundred	uma_NÔta_di_duZÊtus	uma nota de duzentos
Do you have change for a 200-cruzeiro bill?	u_siNHOR_TÊ_TROku para_uma_NÔta di_duZÊtuz_kruZEIrus?	O senhor tem troco para uma nota de duzentos cruzeiros?
Clerk	*kaSHEIru*	*Caixeiro*
Here's your change.	aKI_esTA_u_TROku.	Aquí está o troco.
John	*ZHUÃU*	*João*
There are some good-looking ties.	aLI_A_umaz_graVAtaz boNItas.	Alí há umas gravatas bonitas.
bright	VIvu	vivo
Do you prefer bright or dark colors?	voSE_GÔSta_MAIZ das_KOriz_VIvas ou_esKUras?	Você gosta mais das côres vivas ou escuras?

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(*Phonograph Record XI, 2*)

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Peter	*PEdru*	*Pedro*
how much brighter The brighter, the better.	KUÃtu_MAIZ_VIvu KUÃtu_MAIZ_VIvu, meLHÓR.	quanto mais vivo Quanto mais vivo, melhor.
John	*ZHUÃU*	*João*
Look, these are good shirts.	Ólha, ÊStas_kaMIzas_sãu_BOas.	Olha, estas camisas são boas.
Clerk	*kaSHEIru*	*Caixeiro*
material *or* cloth of good quality The material is of good quality.	a_faZÊda di_BOa_kualiDAdi a_faZÊda é_di_BOa_kualiDAdi.	a fazenda de boa qualidade A fazenda é de boa qualidade.
light Do you like these light colors?	KLAru GÓsta DÊStas_KOris_KLAras?	claro Gosta destas côres claras?
Peter	*PEdru*	*Pedro*
This color doesn't go with my other clothes.	ÊSta_KOR nãu_VAI kõ_a_Otra_RROpa.	Esta côr não vai com a outra roupa.
John	*ZHUÃU*	*João*
socks *or* stockings I need some socks.	az_MEIas preSIzu_di_umaz_MEIas.	as meias Preciso de umas meias.
of poor quality These are of poor quality.	ordiNAriu ÊStas_sãu_ordiNArias.	ordinário Estas são ordinárias.
I want some better ones.	KÊru_umaz_meLHÓris.	Quero umas melhores.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
a half dozen Please give me a half dozen of these socks.	uma_MEIa_DUzia FAsa_u_faVOR di_mi_DAR uma_MEIa_DUzia DÊStaz_MEIas.	uma meia dúzia Faça o favor de me dar uma meia-dúzia destas meias.
a great thing They're nothing wonderful.	GRÃdi_KOza nãu_sãu_GRÃdi_KOza.	grande cousa Não são grande cousa.
Clerk	*kaSHEIru*	*Caixeiro*
handkerchief of color Do you like these colored handkerchiefs?	u_LÊsu di_KOR GÓSta DEStiz_LÊsuz_di_KOR?	o lenço de côr Gosta dêstes lenços de côr?
cheap *or* inexpensive They are quite cheap.	baRAtu sãu_BÊ_baRAtus.	barato São bem baratos.
Peter	*PEdru*	*Pedro*
of silk Is this handkerchief silk?	di_SEda ESti_LÊsu_é_di_SEda?	de seda Êste lenço é de seda?
Clerk	*kaSHEIru*	*Caixeiro*
artificial silk It is rayon.	SEda_artifiSIAL É_di_SEda_artifiSIAL.	seda artificial É de seda artificial.
pure wool We have some good English wool, 100% wool.	a_PUra_LÃ TEmuz_uma_BOa_LÃ_iGLEza, PUra_LÃ.	a pura lã Temos uma boa lã inglêsa, pura lã.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
John	*ZHUÃU*	*João*
It's rather expensive.	É_ũ_POku_KAru.	É um pouco caro.
Clerk	*kaSHEIru*	*Caixeiro*
of linen Here are some good linen handkerchiefs.	di_LInhu TEmuz_aQUI bõz_LÊsuz_di_LInhu.	de linho Temos aquí bons lenços de linho.
John	*ZHUÃU*	*João*
How much?	KUÃtu?	Quanto?
Clerk	*kaSHEIru*	*Caixeiro*
Forty cruzeiros apiece.	kuaRÊta_kruZEIruz u_LÊsu.	Quarenta cruzeiros o lenço.
John	*ZHUÃU*	*João*
Forty cruzeiros are two dollars.	kuaRÊta_kruZEIrus sãu_DOIZ_DÓlaris.	Quarenta cruzeiros são dois dólares.
	(*Phonograph Record XI*, 3)	
box I want a box of these.	a KAsha KÊru_uma_KAsha_DEStis.	a caixa Quero uma caixa dêstes.
to pay Do I pay you?	paGAR PAgu_u_siNHOR?	pagar Pago o senhor?
Clerk	*kaSHEIru*	*Caixeiro*
at the cashier's Please pay at the cashier's.	na_KAsha FAsa_u_faVOR di_paGAR_na_KAsha.	na caixa Faça o favor de pagar na caixa.

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ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
John	*ZHUÃU*	*João*
American stores	LÓzhas_ameriKAnas	Lojas Americanas
In Rio there are five and ten-cent stores.	nu_RRIu A_LÓzhas_ameriKAnas.	No Rio há Lojas Americanas.
There things are cheap.	aLI_as_KOzas_sãu_baRAtas.	Alí as cousas são baratas.
Clerk	*kaSHEIru*	*Caixeiro*
There's one on July 2nd St.	A_Uma na_RRUa_DOIZ_di_ZHUlhu.	Há uma na Rua Dois de Julho.

Additional Numbers

(*Phonograph Record XI*, 3)

eleven	Õzi	onze	fifty	sīKWẼta	cinquenta
twelve	DOzi	doze	sixty	seSẼta	sessenta
thirteen	TREzi	treze	seventy	seTẼta	setenta
fourteen	kuaTORzi	quatorze	eighty	oiTẼta	oitenta
fifteen	KĪzi	quinze	ninety	noVẼta	noventa
sixteen	dezeSEIS	dezesseis	one hundred	SẼ	cem
seventeen	dezeSẼti	dezessete	one hundred one	SẼtu_i_Ũ	cento e um
eighteen	deZOItu	dezoito	two hundred	duZẼtus	duzentos
nineteen	dezeNÓvi	dezenove	three hundred	treZẼtus	trezentos
twenty	VĪti	vinte	four hundred	kuatruSẼtus	quatrocentos
twenty-one	VĪti_i_Ũ	vinte e um	five hundred	kiNHẼtus	quinhentos
thirty	TRĪta	trinta	six hundred	seiSẼtus	seiscentos
forty	kuaRẼta	quarenta	seven hundred	sétiSẼtus	setecentos

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eight hundred	oituSÊtus	oitocentos	one quarter	ũ_KUARtu	um quarto
nine hundred	nóviSÊtus	novecentos	one third	ũ_TERsu	um terço
one thousand	MIL	mil	one fifth	ũ_KĨtu	um quinto
a million	Ũ_miLHÃU	um milhão	three sevenths	TRES_SÊtimus	três sétimos
zero	ZÊru	zero	etc.		
one half	ũ_MEIu	um meio			

Section B — Word Study and Review of Basic Sentences

1. Word Study

COMMENT 1

Position of Adjectives

Tenho um uniforme azul.	TEnhu_ũ_uniFÓRmi_aZUL.	I have a blue uniform.
Comeu no Restaurante Americano?	koMEU nu_rrestauRÃti_ameri-KAnu?	Did you eat in the American Restaurant?
Vi as casas comerciais importantes.	VI_as_KAzas_komerSIAIZ_ĩporTÃtis.	I saw the important business houses.
Alí está uma importante casa comercial.	aLI_esTA uma_ĩporTÃti_KAza_komerSIAL.	Over there is an *important* business house.
Pedro usa sapatos número quarenta.	PEdru_Uza_saPAtus NUmeru_kuaRÊta.	Peter wears number forty shoes.
Quero sapatos pretos.	KÊru_saPAtus_PREtus.	I want black shoes.
Alí há umas gravatas bonitas.	aLI_A umaz_graVAtaz_boNItas.	There are some good-looking ties.
É de seda artificial.	É_di_SEda_artifiSIAL.	It is rayon (artificial silk).
Esta côr não vai com a outra roupa.	ÊSta_KOR nãu_VAI kõ_a_Otra_RRopa.	This color doesn't go with my other clothes.
Cem cruzeiros.	SÊ_kruZEIrus.	One hundred cruzeiros.
Minha tia e eu.	MInha_TIa_i_EU.	My aunt and I.

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Qualifying adjectives are regularly placed *after* the noun in Portuguese. A few very common, everyday adjectives such as *bonito, grande, bom* are often put *before* the noun, especially if there are other adjectives modifying the same noun. Placing an adjective like *importante* before the noun emphasizes it a little more. Numerical, possessive, and demonstrative adjectives come before the noun. Less common qualifying adjectives, colors, and nationalities go *after* the noun.

Observe the effect which the position of some adjectives has on the meaning:

É um moço bom.	é_ũ_MOsu_BÕ.	He is a *good* young man.
É um bom moço.	é_ũ_BÕ_MOsu.	He is a likeable boy.
É uma casa grande.	é_uma_KAza_GRÃdi.	It is a large house.
É uma grande casa comercial.	é_uma_GRÃdi_KAza_komerSIAL.	It is a great (important) business house.
É uma cousa grande.	é_uma_KOza_GRÃdi.	It is a large thing.
Não é grande cousa.	nãu_é_GRÃdi_KOza.	It's nothing wonderful.

The position of a very few adjectives, such as *bom* and *grande*, makes a difference in their meaning. When the adjective is placed *after* the noun it modifies, it has its real or primary meaning (*good, large*). When placed *before*, it takes on a figurative rather than a concrete meaning: *bom* doesn't mean "good," "of good moral character," but "nice," "agreeable"; *grande* doesn't mean "large," "of great size," but "great," "important."

COMMENT 2

Possessives

Meu marido gosta dos Americanos.	meu_maRIdu_GÓSta duz_ameriKAnus.	My husband likes Americans.
Pode falar com seus amigos.	POdi_faLAR kõ_seuz_aMIgus.	You can talk with your friends.
Um de seus amigos.	Ũ_di_seuz_aMIgus.	One of your friends.
Minha lavadeira pode lavar sua roupa.	MInha_lavaDEIra POdi_laVAR_SUa_RROpa.	My washwoman can wash your clothes.
Meu pai me mandou passear na casa de minha tia.	meu_PAI mi_mãDO_paSIAR na_KAza di_MInha_TIa.	My father sent me for a pleasure trip to my aunt's house.

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The words *meu, minha*, etc., are called *possessives*. They show the person to whom a certain object or person belongs. These possessives must agree with the noun they modify or represent, *not* with the person whose ownership is indicated. To give you a complete picture of these possessives, we list here all of the forms of each one:

my	meu, minha, meus, minhas
your, his, her, their	seu, sua, seus, suas
our	nosso, nossa, nossos, nossas

These possessives may accompany a noun (adjectives) or stand in its place (pronouns). In other words, there is no difference between the word for "my" and "mine" in Portuguese. Sometimes an expression can be substituted for the possessive, as you can see in the following sentences:

O senhor quer seu café?	u_siNHOR_KÉR_seu_kaFÉ?	Do you want your coffee?
O café do senhor está pronto.	u_kaFÉ_du_siNHOR esTA_PRÕtu.	Your coffee is ready.
Êste lenço é seu (é do senhor)?	ESti_LÊsu_é_SEU (é_du_siNHOR)?	Is this handkerchief yours?
Êste automóvel é da senhora?	ESti_autoMÓvél_é_da_siNHÓra?	Is this automobile yours?
Esta gravata é sua?	ÊSta_graVAta_é_SUa?	Is this tie yours?
Os médicos e seus amigos ficam aquí.	uz_MÉdikuz_i_seuz_aMIgus FIkãu_aKI.	The doctors and their friends stay here.
Os senhores e seus amigos podem ficar aquí.	us_siNHOris i_seuz_aMIgus PÓdẽ_fiKAR_aKI.	You and your friends can stay here.

As may be seen in the examples above, *seu, sua, seus, suas* agree with the noun they modify or stand in place of, not with the gender of the person involved. In addition, note that they may mean "your," "his," "her," or "their." Ordinarily, one knows by the trend of the conversation exactly *whom* the possessive refers to. As a usual thing, *seu, sua*, etc., are taken to mean "your," "yours."

Note that *do senhor*, "of you," is frequently used instead of *seu, sua*. It is a shade politer than *seu, sua;* that is, *o café do senhor* is a little more genteel than *seu café*. Occasionally it is used to make it absolutely clear just who is meant. The expression *de você* with the intimate "you" is sometimes used, if it is necessary to make it clear who is meant, but is not so common.

Observe the Portuguese and the English equivalents in the following:

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Pedro faz a barba.	PEdru_FAZ_a_BARba.	Peter shaves (himself).
Lavo o rosto e as mãos.	LAvu_u_RROStu i_az_MÃUS.	I wash (my) face and hands.
Mandámos consertar os sapatos.	mãDAmus_kõserTAR_us_saPAtus.	We had (our) shoes fixed.

In Unit 8 you were told that whenever the "ownership" is perfectly obvious, as in the sentences above, the possessive is usually omitted in Portuguese.

2. Covering English and Portuguese of Word Study

Individual Study: Give the English equivalents of all Portuguese expressions in the Word Study and the Portuguese for all the English.

3. Review of Basic Sentences

Further oral practice with the first part of the Basic Sentences.

Section C — Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the Basic Sentences.

2. Covering the English of Basic Sentences

Individual Study: Check your knowledge of the meaning of all words and phrases in the Basic Sentences.

3. What Would You Say?

I

1. *Jones wants to be shown some shoes:*

a) ZHOnis_VAI_A_KAsha i_DIS: PAgu_u_siNHOR? Jones vai à caixa e diz: Pago o senhor?

b) ZHOnis_VAI_A_KAsha i_DIS: Eli_KEr_ũ_PAR_di_saPAtus. Jones vai à caixa e diz: Êle quer um par de sapatos.

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c) ZHOnis_VAI_au_kaSHEIru i_DIS: gostaRIa_di_kõ-PRAR_ũs_saPAtus.	Jones vai ao caixeiro e diz: Gostaria de comprar uns sapatos.

2. *The clerk asks what size he wears:*

a) ki_NUmeru_u_siNHOR_Uza?	Que número o senhor usa?
b) u_siNHOR_KÉR_KOriz_VIvas?	O senhor quer côres vivas?
c) u_siNHOR_VAI_paGAR us_saPAtus?	O senhor vai pagar os sapatos?

3. *Jones learns something about sizes:*

a) uz_NUmerus_sãu_difeRÉtis nu_braZIL i_nuz_esTA-duz_uNIdus.	Os números são diferentes no Brasil e nos Estados Unidos.
b) as_KOzas_di_BOa_kualiDAdi sãu_baRAtas.	As cousas de boa qualidade são baratas.
c) uz_LÉsus_di_KOR sãu_SÉpri_di_LInhu.	Os lenços de côr são sempre de linho.

4. *The shoe doesn't fit perfectly, so Jones says:*

a) KÉru_MAIZ_Ũ_saPAtu.	Quero mais um sapato.
b) u_saPAtu_nãu_esTA_BÕ. FAsa_u_faVOR di_mi_DAR_Otru.	O sapato não está bom. Faça o favor de me dar outro.
c) TOduz_us_PAriz_di_saPAtus tẽ_DOIS_saPAtus.	Todos os pares de sapatos têm dois sapatos.

5. *If the clerk should try to persuade him they are all right, he insists that he wants another pair:*

a) nãu_PÓsu_uZAR_ESti_saPAtu. KÉru_Otru.	Não posso usar este sapato. Quero outro.
b) MŨItu_BÉ; FIku_kõ_ESti_PAR. KUÁtu_É?	Muito bem; fico com êste par. Quanto é?
c) GÓStu_du_siNHOR, maz_nãu_KÉru_seu_saPAtu. aTÉ_LÓgu.	Gosto do senhor, mas não quero seu sapato. Até logo.

6. *The clerk finally fits him properly, and Jones asks where he should pay:*

a) PÉsu_ke_nãu_VO_paGAR us_saPAtus.	Penso que não vou pagar os sapatos.
b) PAgu_u_siNHOR_o_PAgu_na_KAsha?	Pago o senhor ou pago na caixa?
c) aKI_esTA_u_seu_TROku.	Aquí está o seu troco.

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7. *If Jones wants a real silk tie, he says:*

a) FAsa_u_faVOR di_mi_DAR uma_graVAta di_PUra_LÃ. — Faça o favor de me dar uma gravata de pura lã.

b) KÊru_uma_graVAta_di_SEda, di_PUra_SEda. — Quero uma gravata de seda, de pura seda.

c) gostaRIa_di_kõPRAR_uma_graVAta di_SEda_artifiSIAL. — Gostaria de comprar uma gravata de seda artificial.

8. *Jones's taste is on the sober side. He remarks:*

a) KUÃtu_MAIZ_VIvu, meLHÓR. — Quanto mais vivo, melhor.

b) ÊStaz_graVAtas sãu_MŨItu_VIvas; nãu_GÓStu_DÊlas. — Estas gravatas são muito vivas; não gosto delas.

c) KÕpru_az_graVAtaz_esKUras porke_sãu_KAras. — Compro as gravatas escuras porque são caras.

9. *He is going to buy a certain tie, because:*

a) TÊ_ke_laVAR nu_tituREIru. — Tem que lavar no tintureiro.

b) a_kualiDAdi_é_ordiNAria. — A qualidade é ordinária.

c) ÊSta_KOR_VAI_BÊ kõ_TOda_a_MInha_RROpa. — Esta côr vai bem com toda a minha roupa.

10. *He also wants a half dozen pairs of socks:*

a) FAsa_u_faVOR di_mi_DAR DUaz_MEIaz_DUzias. — Faça o favor de me dar duas meias-dúzias.

b) KÊru_MEIa_DUzia di_PAriz_di_MEIas. — Quero meia-dúzia de pares de meias.

c) kõPRAmuz_az_MEIas_ẽ_PAris. — Compramos as meias em pares.

II

Use the possessives which follow in as many combinations as possible with the sentences given.

meu, minha, meus, minhas
nosso, nossa, nossos, nossas
seu, sua, seus, suas

1. De quem é isto? É ____.
2. Êste lenço é ____? Não, é ____.
3. Onde estão ____ embrulhos?

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dêle, dela, dêles, delas
do senhor, da senhora

4. Onde estão os embrulhos ____?
5. Êstes sanduíches são ____?

III

Decide whether the verbs in parentheses should be in the Present or Preterite. Practice the sentences aloud, using the correct form of the verb.

1. Há três dias não (ir) à cidade.
2. (Estar) chovendo há dois dias.
3. Eu (visitar) o Rio há muito tempo, quando era moço.
4. (Almoçar) daquí a poucos minutos.
5. Quer jantar comigo? Obrigado, (jantar) há meia hora.
6. Nós (fazer) compras há duas horas e meia.
7. Há cinco dias que êles (estar) passeando nesta cidade.
8. Eu (ir) para casa daquí a meio minuto.
9. Êle (ir) para o escritório há quinze minutos.
10. Há poucos minutos eu (ir) à estação para ver o trem passar.

Section D — Listening In

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the Portuguese for all English equivalents in the Word Study as the Leader calls for it.

3. Listening In

(*Phonograph Record XI*, 4)

1. *John Jones shows his landlady his purchases.*

DOna Ana. — u sinhor foi a siDAdi?
ZHUÃU. — FUI faZER umas KÕpras.

Dona Ana. — O senhor foi à cidade?
João. — Fui fazer umas compras.

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kõPREI_MEIa_DUzia di_PAriz_de_MEIas_PREtas i_DUas_kaMIzas.

DOna_Ana. — as_kaMIzas_sãu_di_BOa_kualiDAdi?

ZHUÃU. — sãu_BÊ_BOas. a_faZÊda_é_di_BOa_kualiDAdi.

a_siNHÓra_KÊR_VER?

DOna_Ana. — ÊSta_kaMIza_é_boaZInha.

i_GÓStu_da_kor_KLAra.

nãu_é_MÚItu_VIva.

u_siNHOR_PEdru_GÓSta di_KOriz_VIvas, nãu_É?

ZHUÃU. — Eli_DIS: « KUÃtu_MAIZ_VIvu, meLHÓR ».

ÊStaz_MEIaz_nãu_sãu_GRÃdi_KOza.

sãu_para_uZAR kõ_u_uniFÓRmi_aZUL.

sãu_az_meLHÓris ke_VI.

vi_Otras MÚItu_MAIZ_ordiNArias.

DOna_Ana. — u_siNHOR_nãu_GÓSta di_uZAR_MEIaz_di_KOR?

porKE_nãu_kõPRO umaz_di_KOR?

ZHUÃU. — zha_TEnhu_MEIaz_di_KOR ke_MInha_siNHÓra_kõPRO nuz_esTAduz_uNIdus.

gosTEI_MÚItu_DEStiz_LÊsus di_LInhu.

DOna_Ana. — KUÃtu_paGO?

ZHUÃU. — kuaRÊta_kruZEIruz_u_LÊsu.

DOna_Ana. — KUÃtuz_LÊsuz_na_KAsha?

ZHUÃU. — TREZ_LÊsus. paGEI_SÊtu i_VÍti_kruZEIrus.

Comprei meia-dúzia de pares de meias pretas e duas camisas.

Dona Ana. — As camisas são de boa qualidade?

João. — São bem boas. A fazenda é de boa qualidade.

A senhora quer ver?

Dona Ana. — Esta camisa é boazinha.

E gosto da côr clara.

Não é muito viva.

O senhor Pedro gosta de côres vivas, não é?

João. — Êle diz: « Quanto mais vivo, melhor ».

Estas meias não são grande cousa.

São para usar com o uniforme azul.

São as melhores que vi.

Vi outras muito mais ordinárias.

Dona Ana. — O senhor não gosta de usar meias de côr?

Porque não comprou umas de côr?

João. — Já tenho meias de côr que minha senhora comprou nos Estados Unidos.

Gostei muito dêstes lenços de linho.

Dona Ana. — Quanto pagou?

João. — Quarenta cruzeiros o lenço.

Dona Ana. — Quantos lenços na caixa?

João. — Três lenços. Paguei cento e vinte cruzeiros.

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DOna_Ana. — É_ũ_POku_KAru.
mas_sãu_PUru_LInhu, di_MŨItu_BOa_kualiDAdi.

Dona Ana. — É um pouco caro.
Mas são puro linho, de muito boa qualidade.

ZHUÃU. — nóz_VImus uma_PUra_LÃ_iGLEza, MŨItu_BOa.
maz_NÃU_kõPRAmus, porKE_é_KAra.

João. — Nós vimos uma pura lã inglêsa, muito boa.
Mas não comprámos, porque é cara.

DOna_Ana. — nãu_é_BÕ mãDAR_faZER_TÊRnu_di_LÃ aKI.
u_siNHOR_preSIza mãDAR_faZER ũs_TÊRnuz_di_LInhu.
TOduz_uz_ameriKAnuz MÃdãu_faZER TÊRnuz_di_LInhu nu_braZIL.

Dona Ana. — Não é bom mandar fazer terno de lã aquí.
O senhor precisa mandar fazer uns ternos de linho.
Todos os americanos mandam fazer ternos de linho no Brasil.

ZHUÃU. — obriGAdu. VO_faZER_ISto.

João. — Obrigado. Vou fazer isto.

---

2. *Peter buys Nair a present.*

naIR. — ke_LÊsu_boNItu, siNHOR_PEdru!
vai_MŨItu_BÊ kõ_a_graVAta.
u_siNHOR_kõPRO_aKI?

Nair. — Que lenço bonito, senhor Pedro!
Vai muito bem com a gravata.
O senhor comprou aquí?

PEdru — nãu_PÊsa ke_sãu mũitu_VIvus?
ZHUÃU_kõPRO_umas_KOzas maiz_esKUras.

Pedro. — Não pensa que são muito vivos?
João comprou umas cousas mais escuras.

naIR. — maz_u_siNHOR_ZHUÃU nãu_é_MOsu komu_u_siNHOR!
u_siNHOR preSIza_uZAR_KOriz_boNItas.
seu_LÊsu_é_di_SEda?

Nair. — Mas o senhor João não é moço como o senhor!
O senhor precisa usar côres bonitas.
Seu lenço é de seda?

PEdru. — di_SEda_artifiSIAL.

Pedro. — De seda artificial.

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	kõPREI_uma_KOza para_a_sinhoRIta.		Comprei uma cousa para a senhorita.
	Ê_uma_KOza_piKEna; nãu_é_MŨItu_BOa.		É uma cousa pequena; não é muito boa.
	ũ_LĔsu. GÓSta?		Um lenço. Gosta?
naIR.	— esTA_mũitu_BÕ para_uZAR numa_FÊSta.	*Nair.*	— Está muito bom para usar numa festa.
	minha_aMIga_aNInha vai_DAR_uma_FÊSta.		Minha amiga Aninha vai dar uma festa.
	eu_VO kõ_seu_LĔsu.		Eu vou com seu lenço.
PEdru.	— a_sinhoRIta . . .	*Pedro.*	— A senhorita . . .
naIR.	— u_siNHOR_não_tẽ ke_mi_shaMAR « sinhoRIta ».	*Nair.*	— O senhor não tem que me chamar « senhorita ».
	FAsa_u_faVOR di_diZER « voSE » KUÃdu_faLAR_koMIgu.		Faça o favor de dizer « você », quando falar comigo.
PEdru.	— a_sinhoRIta . . . voSE_tãBÉ_vai_diZER_« voSE » koMIgu?	*Pedro.*	— A senhorita . . . Você também vai dizer « você » comigo?
naIR.	— VO_shaMAR voSE di « voSE ».	*Nair.*	— Vou chamar você de « você ».
	MInhas_aMIgaz vãu_gosTAR_MŨItu du_LĔsu ke_voSE_esTA_mi_DÃdu.		Minhas amigas vão gostar muito do lenço que você está me dando.
PEdru.	— i_voSE_vai_SER a_MOsa_MAIZ_boNIta da_FÊSta.	*Pedro.*	— E você vai ser a moça mais bonita da festa.

Section E — Conversation

1. Covering the Portuguese of Basic Sentences

Individual Study: With the Portuguese covered, practice until you can speak the Portuguese for each English sentence without hesitation.

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2. Vocabulary Check-up

Give the Portuguese for all the English sentences in the Basic Sentences as the Leader calls for it.

3. Conversation

Suggested Topics

1. Go on a shopping trip, letting others of the group be the various clerks. Ask for shoes, socks, and handkerchiefs. Criticize the quality and the prices. One clerk will try to use high-pressure salesmanship and sell you something you don't want. Be firm but polite.
2. Two friends discuss the material of various articles of clothing of their own or of people they see. Discuss colors too, and branch out to people you both know or your own former tastes.
3. Go to a shop to buy something for your girl. Get suggestions from the various clerks. Criticize the articles. Finally buy something and present it to the girl.
4. Hold a conversation with a girl you meet on a train. Talk about the weather, about your destination, about other trips you have been on. Tell of other people you have run into on your travels. After a few sentences, casually change from *o senhor* and *a senhorita* to *você*. End by making a date for dinner tonight. Then notice this is your station and say "*Até logo.*"
5. Hold a similar conversation with an older man. Turn to a discussion of where you come from, your families, their work, etc. As you grow more friendly let the older man change to *você*, but the younger will of course keep to *o senhor*.
6. Test out your knowledge of numbers by discussing prices of things. Pay for the purchases with large bills and have the change counted back to you just as we do it here (your purchase was seventy-five cents, and five is eighty, ninety, a dollar). Work out corresponding prices in *dólares* and *cruzeiros*, counting a *cruzeiro* as five cents (in round numbers). The *cruzeiro* has 100 *centavos*, but there are coins only for 10, 20, 30, 40, and 50 *centavos*.

Section F — Conversation (*Cont.*)

Continue conversation. Additional check-up on the material of the Basic Sentences by the Leader if it seems necessary.

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FINDER LIST

artificial	artifiSIAL	artificial
barato	baRAtu	cheap
a caixa	KAsha	box; cashier
o caixeiro	kaSHEIru	store clerk, salesman
claro	KLAru	light (*color*); clear; full of light
a compra	KÕpra	purchase
a côr, as côres	KOR, KOris	color
de lã	di_LÃ	woolen, made of wool
de linho	di_LInhu	linen, made of linen
de seda	di_SEda	silk, made of silk
diferente	difeRÊti	different
a dúzia	DUzia	dozen
a fazenda	faZÊda	material, goods (*only cloth*)
fazer compras	faZER_KÕpras	to shop, make purchases
a lã	LÃ	wool
o lenço	LÊsu	handkerchief
o linho	LInhu	linen
meia, meio	MEIa, MEIu	half
as meias	MEIas	socks; stockings
na caixa	na_KAsha	at the cashier's
a nota	NÓta	bill (*money*); check, reckoning (*at a restaurant*)
o número	NUmeru	number
ordinário	ordiNAriu	ordinary; of rather poor quality
pagar	paGAR	to pay (*for Preterite, see Unit 14*)
o par, os pares	PAR, PAris	pair
possível	poSIvél	possible
preto	PREtu	black
puro	PUru	pure; 100% (*material*)
a qualidade	kualiDAdi	quality
a seda	SEda	silk
o troco	TROku	change
dar o troco de	DAR_u_TROku_di	to break (*a bill*)
usar	uZAR	to use; wear (*reg.*)
vivo	VIvu	alive; bright, colorful

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UNIT 12

REVIEW

Section A — What Do You Know in Portuguese?

This section is a true-false quiz exactly like the one in Unit 6. Prepare paper with numbers from 1 to 80 and have the Guide read off the items twice each or listen to the records. The Leader will read out the correct answers for each question as in Unit 6; after the papers are marked, the Leader will figure out the average for the group. Then spend the rest of the period going through the items on which anyone had difficulty. A score of less than 80% or less than the class average (whichever is higher) shows that you need more review of the work in Units 1–11.

Section B — Putting It into Portuguese

Individual Study: Prepare to give orally the Portuguese for each of the following sentences. Do not write anything down.

I

1. The landlady furnishes the bedclothes.
2. I want room with board.
3. I want room with breakfast; I am going to lunch and dine in town.
4. Dona Iaiá's husband is a pleasant person.
5. Our room has good light because it has four windows.
6. When I am tired I want to rest.
7. Is there an electric light near the bed?
8. Does the bathroom have hot and cold water?
9. I think that I am going to like this town.
10. The barber does not shave with a safety razor.

II

11. The cleaner cleans wool and silk clothes.
12. Who likes to mend stockings?
13. White uniforms have to be clean.
14. I like to eat in restaurants better than in hotels.

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15. I want steak and fried potatoes, and tomato salad.
16. I need a knife that cuts.
17. Young men like to have many different ties.
18. Please give me a little more soup.
19. When I have eaten well I say: "I have had enough."
20. We take a streetcar and ride in the streets.

III

21. We can ride in an omnibus and see all the city.
22. The store clerk says: "Please pay at the cashier's."
23. I would like to buy tropical fruit for my children.
24. But it is not possible to send the fruit to the United States.
25. We buy linen suits when it is very warm.
26. Today I went to see a large and important business house.
27. My suit is of good material.
28. I have to pay one hundred cruzeiros because I bought a pair of shoes.
29. I give a two-hundred cruzeiros bill to the store clerk.
30. He says: "Here is your change."

Section C — How Did You Say It?

Quiz by the Leader on the sentences in Section B, asking various members of the group *KO-mu se DIZ ẽ por-tu-GES . . .?*

Section D — Putting It into Portuguese

Individual Study: Prepare to give orally the Portuguese for each of the following sentences:

I

1. Let's go to dona Maria's house!
2. We don't understand Portuguese well.
3. I can't wash my face because there is no hot water.
4. I work in the office every day.
5. By day I work; at night I rest.
6. It has been raining for three days.
7. Please shave me.
8. I am going to have the blue suit cleaned.
9. My shoes are fixed.
10. They are going to the party in dona Ana's house.

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II

11. We are taking beer.
12. I am going to make a chicken sandwich.
13. What does your father do?
14. The gentleman who is over there is my father.
15. He says he doesn't talk Portuguese.
16. How much do you want for making this suit?
17. I never visited the United States.
18. I went to town by omnibus.
19. Commercial houses have many employees.
20. American automobiles are good.

III

21. I get warm when the sun is hot.
22. It is a small but good room.
23. Is this handkerchief yours (*to a lady*)?
24. It is mine, yes sir.
25. Their shoes are already fixed.
26. The party begins at nine in the evening.
27. What time is it? It is half-past four.
28. I saw Mr. Ferreira a few hours ago.
29. I am going to the station in twenty minutes (from now).
30. Our house is a good white house.

Section E — How Did You Say It?

Quiz by the Leader.

Section F — Conversation

Hold a series of brief conversations (one to two minutes), making sure that all members of the group have a chance to participate. Use as many as possible of the topics of conversation that have been developed in Units 1–11, combining and varying them.

Suggested Topics

1. Ask a friend where you can find a washwoman. He directs you to a cleaner where you can get silks and woolens cleaned and to a washwoman he knows. You ask then for a hotel and he directs you to an

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expensive one and also to an inexpensive boarding-house. Finally you ask where you can get a haircut.

2. Inspect a hotel room. Ask the proprietor about the light, the furnishings, how cool the room is, whether the sun strikes it in the morning or in the afternoon, etc.
3. Take a shopping trip, buying articles of clothing from various members of the class. Select sizes and colors, and discuss qualities of the materials. When you pay, use large bills, and have the clerk count out your change.
4. Go to a barbershop, ask for a shave and a haircut. Talk to the barber about business, the weather, his uncle in Rio, etc.
5. Go with a friend to a restaurant. Order a full meal and compare the prices here with those in your own town. Discuss also the excellence of the meal when it comes.
6. Discuss the time of day, the weather, what you'd better do with the rest of the time. One of you wants to go to a movie and then eat, another wants to eat first because there are many people in the restaurant at 7:00 o'clock.
7. Take a walk through the streets with a friend, talking about the buildings, the cars and buses, and contrasting it with your own town. The general scenery around the place you might mention too if you have time.
8. Discuss with someone the comparison of the weather in the United States with that in Brazil, as far as you know. Probably you can speak of several different parts of the United States.
9. Talk to a Brazilian friend about his relatives and yours, where they are, what work they do, whether they are in school or not, how well you like your various aunts, uncles, cousins, etc.
10. You and a friend discuss the troubles you have at your boardinghouse. First tell how you get to it, then about some of the other people who live there, the kind of service you have, the kind of food, whether many cars or trains pass, or children talk, etc.

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VOCABULARY

PORTUGUESE – ENGLISH

The words in this vocabulary have been listed in both conventional and simplified spelling. Gender is not indicated for masculine nouns ending in **–o** and feminine nouns ending in **–a**.

A

a [a] the (*art.*)
a [a] to, at
à (= **a** + **a**) [a] to the
aceitar [aseiTAR] to accept
  aceito [aSEItu] I accept
  aceita [aSEIta] you accept; he, she accepts
açúcar [aSUkar] *m.* sugar
agora [aGÓra] now
agradável [agraDAvél] pleasant
água [Agua] water
alí [aLI] there
  alí adiante [aLI_aDIÃti] ahead there
almoçar [almoSAR] to eat the noon meal
alto, –a [ALtu] high, tall
americano, –a [ameriKAnu] American
amigo, amiga [aMIgu, aMIga] friend
apresentar [aprezẽTAR] to present; introduce
  apresento [apreZẼtu] (may) I present
aquí [aKI] here
ar [AR] *m.* air
armário [arMAriu] closet, cupboard
artificial [artifiSIAL] artificial
as [as] (*plur. of* **a**) the
assar [aSAR] to roast, bake
  assado [aSAdu] roasted, baked
  o assado [aSAdu] roast meat
até [aTÉ] until (*prep.*)
  até logo [aTÉ LÓgu] good-bye (I'll see you in a short while)
automóvel, –veis [autoMÓvél] *m.* automobile
aviador [aviaDOR] *m.* aviator
azul [aZUL] blue

B

banheira [baNHEIra] bathtub
banheiro [baNHEIru] bathroom
barba [BARba] beard
barbeiro [barBEIru] barber
batata [baTAta] potato
  batata doce [baTAta DOsi] sweet potato
bem [BẼ] well
  esta muito bem! [esTA_MŨItu_BẼ] O.K.; that's fine
bife [BIfi] *m.* beefsteak
boas tardes [BOas_TARdis] good afternoon
bom, boa, bons, boas [BÕ, BOa, BÕS, BOas] good
bons dias [BÕZ_DIas] good morning
bomzinho, boazinha [bõZInhu, boaZInha] rather good; not so good
bonde [BÕdi] *m.* streetcar
bonito, –a [boNItu] pretty, handsome, good-looking
branco, –a [BRÃku] white
o Brasil [u_braZIL] Brazil
brasileiro, –a [braziLEIru] Brazilian

C

cabelo [kaBElu] hair
café [kaFÉ] *m.* coffee; café
  café da manhã [kaFÉ_da_maNHÃ] breakfast
  cafézinho [kaféZInhu] small cup of coffee

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caixa [KAsha] box; cashier's booth
na caixa [na_KAsha] at the cashier's
caixeiro [kaSHÊIru] clerk (*in a store*)
Califórnia [kaliFÓRnia] California
calor [kaLOR] *m.* heat
cama [KAma] bed
camisa [kaMIza] shirt
cansado, –a [kãSAdu] tired, worn out
cansar-se [kãSARsi] to become tired
carioca [kaRIÓka] Carioca (*born in Rio City*)
carne [KARni] *f.* meat
caro, –a [KAru] dear, expensive
casa [KAza] house
casado, –a [kaZAdu] married
cerveja [serVEzha] beer
chamar [shaMAR] to call
chamar-se [shaMARsi] to be called, named
eu me chamo [eu_mi_SHÂmu] my name is, I call myself
se chama [si_SHAma] his (her) name is, he (she) calls herself
se chamam [si_SHAmãu] their, your (*pl.*) name is, they call themselves, you call yourselves
chover [shoVER] to rain
chuva [SHUva] rain
cidade [siDAdi] *f.* city
cigarro [siGArru] cigarette
cinco [SÎku] five
cinema [siNEma] *m.* movies
claro, –a [KLAru] light, clear
colher [kuLHER (koLHER)] *f.* spoon
colher de café [koLHER_di_kaFÊ] coffee spoon
colher de chá [koLHER_di_SHA] teaspoon
colher de sopa [koLHER_di_SOpa] soup spoon
com [kõ] with
com ar condicionado [kõ_AR_kõdisioNAdu] with air conditioning
começar [komeSAR] to begin
comer [koMER] to eat
comercial [komerSIAL] commercial, business
comércio [koMÉRsiu] commerce, trade, business
comí [koMI] I ate
comida [koMIda] food
comigo [koMIgu] with me
como [KOmu] how
como se diz . . . [KOmu_si_DIS] how do you say . . .
como vai? [KOmu_VAI] how do you do?
compra [KÕpra] purchase
comprar [kõPRAR] to buy
compreender [kõpriẽDER] to understand
compreende [kõpreÊdi] you understand, he understands
compreendo [kõpreÊdu] I understand
conhecer (ç) [konheSER] to be acquainted with, know
conheço [koNHEsu] I know
conhece [koNHEsi] you know; he (she) knows
conhecê-lo [konheSElu] to know it (*m.*)
conosco [koNOSku] with us
consertar [kõserTAR] to fix, mend
contente [kõTÊti] happy, glad, pleased
côr, côres [KOR, KOris] color
o Corcovado [u_korkoVAdu] Hunchback (*mountain in Rio*)
cortar [korTAR] to cut
cousa (coisa) [KOza (KOIza)] thing
criança [KRIÂsa] child
cruzeiro [kruZEIru] cruzeiro (*unit of Brazilian money, worth about five cents*)

D

dá [DA] (*pres. of* **dar**) you give; he, she gives
dalí [daLI] from there
daquí [daKI] from here, of here
dar [DAR] (*irreg.*) to give
dar o trôco de [DAR_u_TROku_di] to break a bill, return change
de [di] of, from
de nada [di_NAda] you're welcome; it's nothing
de noite [di_NOIti] in the evening
deles (de + êles) [DÉlis] of them
gostar deles [gosTAR_DÉlis] to like them
descansar [diskãSAR] to rest
desculpar [diskulPAR] to excuse
desculpe [disKULpi] excuse me
devagar [divaGAR] slowly
dez [DÉS] ten
dia [DIa] *m.* day
bons dias [BÕZ_DIas] good morning
diferente [difeRÊti] different
dinheiro [diNHEIru] money
direito, –a [diREItu] right, properly, in the correct way
à direita [A_diREIta] to the right
dizer [diZER] (*irreg.*) to say
dizemos [diZEmus] we say
do que [du_ke] than
doce [DOsi] sweet (*adj.*); dessert, candy (*noun m.*)
dois *m.*, **duas** *f.* [DOIS, DUas] two

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Dona [DOna] Miss *or* Mrs. (*used before lady's given name*)
dou [DO] (*pres. of* **dar**) I give
duas [DUas] (*see* **dois**) two
dúzia [DUzia] dozen
meia-dúzia [MEia_DUzia] half a dozen

E

e [i] and
ela [Éla] she
êle [Eli] he
êles [Elis] they; them
em [ẽ] (*see* **no, na, num,** *etc.*) in, on
embrulho [ẽBRUlhu] package, wrapped bundle, parcel
empregada [ẽpreGAda] employee (*f.*); maid
empregado [ẽpreGAdu] employee (*m.*)
engomar [ẽgoMAR] to starch
engomado [ẽgoMAdu] starched
es (*pres. of* **ser**) it is
escovar [eskoVAR] to brush
escritório [eskriTÓriu] office
escuro, –a [esKUru] dark
espelho [esPElhu] mirror
esquerdo, –a [esKERdu] left
à esquerda [a_esKERda] to the left
esta [ÉSta] this (*f.*)
estação [estaSÃU] *f.* station
Estados Unidos [esTAduz_uNIdus] United States
estar [esTAR] (*irreg.*) to be
está [esTA] it is
esta muito bem [esTA_MŨItu_BẼ] O.K., that's fine
estão [esTÃU] they are
estar bem [esTAR_BẼ] to be comfortable
estar bom [esTAR_BÕ] to be well (*in health*)
estar chovendo [esTAR_shoVẼdu] to be raining
estar com calor [esTAR_kõ_kaLOR] to be warm
estar com frio [esTAR_kõ_FRIu] to be cold
estar em casa [esTAR_ẽ_KAza] to be at home
estar na mesa [esTAR_na_MEza] to be on the table; dinner's served
estou satisfeito [esTO satisFEItu] I've had enough
êste, esta, êstes, estas [ESti, ÉSta, EStis, ÉStas] this, these
estudar [estuDAR] to study
eu [EU] I

F

fábrica [FAbrika] factory
faca [FAka] knife
falar [faLAR] to speak, talk
favor [faVOR] *m.* favor
faça o favor de [FAsa_u_faVOR_di] please (do)
fazenda [faZẼda] ranch, large farm; material, goods (cloth)
fazer [faZER] (*irreg.*) to make, do
faz [FAS] (*pres. of* **fazer**) he, she makes; you make
faz calor [FAS_kaLOR] it is hot
faz frio [FAS_FRIu] it is cold
faz sol [FAS_SOL] it is sunny
fazer a barba [faZER_a_BARba] to shave, be shaved
fazer compras [faZER_KÕpras] to shop, make purchases
festa [FÉSta] party, celebration
ficar (–quei) [fiKAR] to stay, remain, become
ficar muito obrigado [fiKAR_MŨItu_obriGAdu] to be much obliged
ficar satisfeito [fiKAR_satisFEItu] to be glad
filha [FIlha] daughter
filho [FIlhu] son
filhos [FIlhus] children
foi [FOI] (*pret. of* **ser**) you, he, she went (was)
fomos [FOmus] (*pret. of* **ser**) we went
foram [FOrãu] (*pret. of* **ser**) they went, you folks went
fósforo [FÓSforu] match
fresco, –a [FRESku] cool, fresh
frio, –a [FRIu] cold
frio [FRIu] (*noun*) cool
frito, –a [FRItu] fried
fruta [FRUta] fruit
fui [FUI] (*pret. of* **ser**) I went (was)

G

galinha [gaLInha] chicken
ganhar [gaNHAR] to gain, win, earn
garçon [garSÕ] *m.* waiter
garfo [GARfu] fork
gilete [zhiLẼti] *f.* safety razor
Glória [GLÓria] Gloria
gostar (de) [gosTAR (di)] to like
gostar mais (de) [gosTAR MAIS (di)] to like better, prefer
gostaria [gostaRIa] I would like
grande [GRÃdi] large, big, great
gravata [graVAta] necktie

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H

há [A] (*pres. of* **haver**) there is, there are
haver [aVER] to have, be
hoje [Ozhi] today
hora [Óra] hour
  a que hora . . . [a‿ke‿Óra . . .] at what time . . .
  é hora de comer [É‿Óra‿di‿koMER] it is time to eat
  é uma hora [É‿uma‿Óra] it's one o'clock
  que horas são? [ki‿Óras‿SÃU] what time is it?
  são duas horas [SÃU‿DUaz‿Óras] it is two o'clock
hotel [oTÉL] *m.* hotel

I

igreja [iGREzha] church
importante [ĩporTÃti] important
inglês [iGLES] English, Englishman
ir [IR] (*irreg.*) to go
  vai [VAI] (*pres.*) it goes, it is going; he (she) goes, is going; you go, are going
  vamos [VAmus] we go, are going; let's go
  vão [VÃU] they, you (*pl.*) go, are going

J

já [ZHA] already, right away, immediately
janeiro [zhaNEIru] January
janela [zhaNÉla] window
jantar [zhãTAR] to dine (*v.*); dinner, evening meal (*n.m.*)
João [ZHUÃU] John
Joãozinho [zhuãuZInhu] Johnny
Jorge [ZHÓRzhi] George
José [zhuZÉ] Joseph
julho [ZHUlhu] July

L

lã [LÃ] wool
  de lã [di‿LÃ] woolen, made of wool
laranja [laRÃzha] orange
lavadeira [lavaDEIra] washwoman
lavar [laVAR] to wash
lavatório [lavaTÓriu] lavatory
lavrador [lavraDOR] *m.* farmer
legume [leGUmi] *m.* vegetable
leite [LEIti] *m.* milk
lenço [LÊsu] handkerchief
limpar [lĩPAR] to clean
limpo, –a [LĨpu] clean
linho [LInhu] linen
  de linho [di‿LInhu] made of linen
loja [LÓzha] store, shop
lugar [luGAR] *m.* place
luz [LUS] *f.* light
  luz elétrica [LUZ‿eLÉtrika] electric light, lamp

M

mãe [MÃI] *f.* mother
maior [maiÓR] larger, largest
  maior do que [maiÓR‿du‿ke] larger than
mais [MAIS] more
  mais um [maiz‿Ũ] one more, another
  mais um pouco de [MAIZ‿ũ‿POku‿di] a little more of
mandar [mãDAR] to send, order
manhã [maNHÃ] morning
  de manhã [di‿maNHÃ] in the morning
manteiga [mãTEIga] butter
Manuel [maNUÉL] Manuel
mão [MÃU] *f.* hand
mar [MAR] *m.* sea
Maria [maRIa] Mary
marido [maRIdu] husband
marinheiro [mariNHEIru] sailor
marrom [maRRÓ] brown
mas [mas] but
médico [MÉdiku] physician
meia [MEia] sock, stocking
meio, –a [MEiu] half
melhor [meLHÓR] better, best
menor [meNÓR] smaller, smallest
mesa [MEza] table
  está na mesa! [esTA‿na‿MEza] dinner's served; it's on the table
  mesa de toilette [MEza‿di‿twaLÉti] dressing table
meu, minha [MEU, MInha] my, mine
mobília [moBIlia] furniture
moça [MOsa] young woman
moço [MOsu] young man
moderno, –a [moDÉRnu] modern
montanha [mõTAnha] mountain
morar [moRAR] to live in, inhabit
muito, –a [MŨItu] much, very

N

nada [NAda] nothing
  de nada [di‿NAda] you're welcome
Nair [naIR] Nair (*girl's name*)
não [NÃU] no, not
  não é? [NÃU‿É] isn't that so?
navio [naVIu] ship
neste (= **em** + **êste**) [NESti] in this (*before a masc. noun*)

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no, na, nos, nas [nu, na, nus, nas] in the, on the
noite [NOIti] night
  boa noite (boas noites) [BOa‿NOIti (BOas‿NOItis)] good evening (*after dark*)
  de noite [di‿NOIti] at night (*in the evening*)
noiva [NOIva] fiancée
noivo [NOIvu] fiancé
norte [NÓRti] *m.* north
nota [NOta] note, bill (*paper money*); check (*restaurant*)
Nova York [NÓva‿IÓRki] New York
nove [NÓvi] nine
num (em + um) [NŪ] in a
número [NUmeru] number, size
nunca [NŪka] never

O

o, os [u, us] the
obrigado, –a [obriGAdu] obliged, thank you
oito [OItu] eight
olá [oLA] hello there
olhar (para) [olHAR (PAra)] to look (at)
onde [Ôdi] where
ônibus [Onibus] *m.* bus
ordinário, –a [ordiNAriu] ordinary, poor (*quality*)
os [us] (*plur. of* **o**) the
ou [o] or
outro, –a [Otru] other, different one
ovo (ovos) [Ovu (Óvus)] egg (eggs)

P

pagar (–guei) [paGAR], (*p.p.* **pago**) [PAgu] to pay
pai [PAI] *m.* father
pão [PÃU] *m.* bread
  o Pão de Açúcar [u‿PÃU‿di‿aSUkar] Sugar Loaf (*mountain in Rio*)
par (pares) [PAR (PAris)] pair (pairs)
para [PAra] for, to, in order to
parque [PARki] *m.* park
passar [paSAR] to pass
  passar a ferro [paSAR‿a‿FÉrru] to iron
  passar tempo [paSAR‿TÊpu] to spend time
passear (–eio) [paSIAR] to go for a pleasure trip, a walk, a ride, *etc.*
paulista [pauLISta] person born in São Paulo
peixe [PEIshi] *m.* fish
pelo, pela (= por + o, a) [PElu, PEla] by the, through the
pensão [pẽSÃU] *f.* boardinghouse; board
pensar [pẽSAR] to think
pentear (–eio) [pẽTIAR] to comb
pequeno, –a [piKEnu] small
perto [PÉRtu] near (*adv.*)
  perto de [PÉRtu‿di] near (*prep.*)
pesado, –a [peZAdu] heavy
pessoa [peSOa] person
Philadelphia [filaDÊLfia] Philadelphia
poder [poDER] (*irreg.*) to be able
  pode [POdi] he can
porque? [porKE] why?
porque [porKE] because
porto (portos) [PORtu (PÓRtus)] port, harbor
português [portuGES] Portuguese
possível [poSIvél] possible
posso [PÓsu] (*pres. of* **poder**) I can
pouco, –a [POku, PÓka] a small amount of, little
prato [PRAtu] dish, plate
prazer [praZER] pleasure
preto, –a [PREtu] black
prima [PRIma] *f.* cousin
primo [PRImu] *m.* cousin
privada [priVAda] toilet
professor [profeSOR] *m.* teacher
professora [profeSOra] *f.* teacher
pronto, –a [PRÔtu] ready
puro, –a [PUru] pure; 100%

Q

qualidade [kualiDAdi] *f.* quality
quando [KUÃdu] when
quanto, –a [KUÃtu] how much
quantos, –as [KUÃtus] how many
quarto [KUARtu] bedroom (*n.*); fourth, quarter (*adj.*)
quatro [KUAtru] four
que [ke, ki] what, that, which
  que é? [ke‿É] what is it?
  que é que [ke‿É‿ke] what . . . ?
  que noite! [ke‿NOIti] what a night!
queijo [KEIzhu] cheese
quem [KÊ] who
quente [KÊti] hot, warm
querer [keRER] (*irreg.*) to wish, want
  quer [KÉR] (*pres.*) he wants, you want
  quero [KÉru] I want
  queremos [keREmus] we want

R

restaurante [rrestauRÃti] *m.* restaurant
rio [RRIu] river
  O Rio [u‿RRIu] Rio (*short for Rio de Janeiro*)
Roberto [rroBÉRtu] Robert

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rosto [RROŠtu] face
roupa [RROpa] clothes
  roupa branca [RROpa‿BRÃka] underclothes
  roupa de cama [RROpa‿di‿KAma] bedclothes
rua [RRUa] street

S

sair [saIR] to go out, leave
  sai [SAI] (it) leaves
sal [SAL] *m.* salt
salada [saLAda] salad
sanduíche [sãDUIshi] *m.* sandwich
são [SÃU] (*pres. of* **ser**) they, you (*pl.*) are
São Francisco [sãu‿frãSISku] San Francisco
São Paulo [sãu‿PAŬlu] São Paulo
sapato [saPAtu] shoe
satisfazer [satisfaZER] (*like* **fazer**) to satisfy
  satisfeito, –a [satisFEItu] satisfied
seco, –a [SEku] dry
seda [SEda] silk
  de seda [di‿SEda] made of silk
seis [SEIS] six
sempre [SẼpri] always
senhor [siNHOR] gentleman, sir
  o senhor [u‿siNHOR] you (*speaking to a man*)
senhora [siNHÓra] lady, wife, ma'am
  a senhora [a‿siNHÓra] you (*speaking to a lady*)
senhorita [sinhoRIta] young lady
ser [SER] (*irreg.*) to be
  es [é] it is
sete [SẼti] seven
seu, sua, seus, suas [SEu, SUa, SEus, SUas] his, her, your, their
sim [SĨ] yes
sol [SÓL] *m.* sun
soldado [solDAdu] soldier
sopa [SOpa] soup
sou [SO] (*pres. of* **ser**) I am
suco [SUku] juice
sul [SUL] *m.* south

T

também [tãBẼ] also
tarde [TARdi] *f.* afternoon
  boas tardes [BOas‿TARdis] good afternoon
telefonar [telefoNAR] to telephone
telefone [teleFOni] *m.* telephone
tem [TẼ] (*pres. of* **ter**) you have, he, she has
têm [TẼ] (*pres. of* **ter**) they have
temos [TEmos] (*pres. of* **ter**) we have
tempo [TẼpu] weather; time
  tempo de calor [TẼpu‿di‿kaLOR] hot weather
tenho [TẼnhu] (*pres. of* **ter**) I have
ter [TER] (*irreg.*) to have
  tenho [TEnhu] I have
  tem [TẼ] you have; he (she) has
  temos [TEmus] we have
  têm [TẼ] they, you (*pl.*) have
  ter que [TER‿ke] to have to (do)
terno [TÉRnu] man's suit
tia [TIa] aunt
tintureiro [tĩtuREIru] dyer, cleaner
tio [TIu (TIU)] uncle
todo, tôda, todos, tôdas [TOdu, TOda, TOdus, TOdas] all, every
tomar [toMAR] to take
tomate [toMAti] *m.* tomato
trabalhar [trabaLHAR] to work
trem [TRẼ] *m.* train
três [TRES] three
trôco [TROku] change (*money*)
  dar o trôco de [DAR‿u‿TROku‿di] to break a bill, return change
tropical [tropiKAL] tropical

U

um, uma [Ũ, Uma] one
uniforme [uniFÓRmi] *m.* uniform
uns, umas [ũs, Umas] some
usar [uZAR] to use, wear

V

vagens [VAzhẽs] *f. pl.* green beans
vai [VAI] (*pres. of* **ir**) it goes, it is going; he, she is going; you are going
  vai chover [VAI‿shoVER] it is going to rain
vamos [VAmus] (*pres. of* **ir**) let's go, we are going, we go
vão [VÃU] (*pres. of* **ir**) they go, you (*pl.*) go
ver [VER] (*irreg.*) to see
vi [VI] (*pret. of* **ver**) I saw
visitar [viziTAR] to visit
vista [VISta] view
viu [VIu] (*pret. of* **ver**) you, he, she saw
vivo, –a [VIvu] alive; bright (*color*)
você [voSE] you (*intimate*)*
voltar [volTAR] to return, go back
vou [VO] (*pres. of* **ir**) I am going
  vou para a cama [VO‿PAra‿a‿KAma] I am going to bed

W

Washington [UŌshĩtõ] Washington

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VOCABULARY

ENGLISH – PORTUGUESE

A

able: be able (to) poder [poDER] (*irreg.*)
accept aceitar [aseiTAR]
  I accept aceito [aSEItu]
afternoon tarde [TARdi] *f.*
  good afternoon boas tardes, boa tarde [BOas_TARdis, BOa_TARdi]
ahead there alí adiante [aLI_aDIÃti]
air ar [AR] *m.*
  air-conditioned com ar condicionado [kõ_AR_kõdisioNAdu]
alive vivo, –a [VIvu]
all todo, tôda [TOdu, TOda]
along the pelo [PElu]
already já [ZHA]
also também [tãBÉ]
always sempre [SÉpri]
am: I am sou [SO] (*pres. of* **ser**), estou [esTO] (*pres. of* **estar**)
American americano, –a [ameriKAnu]
and e [i]
another outro, –a; mais um, uma [Otru; maiz_Ũ, Uma]
are: they are são [SÃU] (*pres. of* **ser**), estão [esTÃU] (*pres. of* **estar**)
  there are há [A] (*pres. of* **haver**)
artificial artificial (–ais) [artifiSIAL]
as como [KOmu]
ate: I ate comí, [koMI]
aunt tia [TIa]
automobile automóvel (–veis) [autoMÓvél] *m.*
aviator aviador [aviaDOR] *m.*

B

barber barbeiro [barBEIru]
  at the barbershop no barbeiro [nu_barBEIru]
bathroom banheiro [baNHEIru]
bathtub banheira [baNHEIra]
beans: green beans vagens [VAzhẽs]
beard barba [BARba]
because porque [porKE]
bed cama [KAma]
bedclothes roupa de cama [RROpa_di_KAma]
bedroom quarto [KUARtu]
beefsteak bife [BIfi] *m.*
beer cerveja [serVEzha]
begin começar (a) [komeSAR]
  it begins começa [koMÉsa]
best melhor [meLHÓR]
better melhor [meLHÓR]
big grande [GRÃdi]
bill (*paper money*) nota [NOta]
black preto, –a [PREtu]
blue azul (azuis) [aZUL (aZUIS)]
board pensão [pẽSÃU] *f.*
  boardinghouse pensão [pẽSÃU] *f.*
box caixa [KAsha]
Brazil o Brasil [u_braZIL]
Brazilian brasileiro, –a [braziLEIru]
bread pão [PÃU] *m.*
break quebrar [keBRAR]
  break a bill, change dar o trôco de [DAR_u_TROku_di]
breakfast café da manhã [kaFÉ_da_maNHÃ]
bright vivo, –a [VIvu]
brother irmão [irMÃU] *m.*
brown marrom [maRRÕ]
brush *v.* escovar [eskoVAR]
bundle embrulho [ẽBRUlhu]
bus ônibus [Onibus] *m.*
business (*trade*) comércio [koMÉRsiu]
business (*adj.*) comercial [komerSIAL]
but mas [mas]

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butter manteiga [mãTEIga]
buy comprar [kõPRAR]
by the (through the) pelo, pela (por + a, o) [PElu, PEla]

C

café café [kaFÉ] *m.*
California Califórnia [kaliFÓRnia]
call *v.* chamar [shaMAR]
  be called chamar-se [shaMARsi]
can *v.* poder [poDER] (*irreg.*)
  I can posso [PÓsu]
  you can; he, she can pode [POdi]
candy doce [DOsi] *m.*
Carioca carioca [kaRIÓka]
cashier's booth caixa [KAsha]
change (*money*) trôco [TROku]
  change a bill dar o trôco de [DAR‿u‿TROku‿di]
cheap barato [baRAtu]
check (*bill*) nota [NOta]
cheese queijo [KEIshu]
chicken galinha [gaLInha]
child criança [KRIÃsa]
church igreja [iGREzha]
cigarette cigarro [siGArru]
city cidade [siDAdi] *f.*
clean *adj.* limpo, –a [LĨpu]
clean *v.* limpar [lĨPAR]
cleaner tintureiro [tĨtuREIru]
clear claro, –a [KLAru]
clerk (*in store*) caixeiro [kaSHEIru]
closet armário [arMAriu]
clothes roupa [RROpa]
coffee café [kaFÉ] *m.*
  small cup of coffee cafézinho [kaféZInhu]
cold frio, –a [FRIu]
  be cold estar com frio [esTAR‿kõ‿FRIu]
  it is cold faz frio [FAS‿FRIu]
color côr [KOR] *f.*, colorido [koloRIdu]
comb *v.* pentear (penteio) [pẽTIAR (pẽTEiu)]
comfortable: be comfortable estar bem [esTAR‿BẼ]
commerce comércio [koMÉRsiu]
commercial comercial [komerSIAL]
cool (*adj.*) fresco, –a [FRESku]; frio, –a [FRIu]; (*noun*) frio [FRIu]
  to be cool (cold) estar com frio [esTAR kõ FRIu]
cousin primo, prima [PRImu, PRIma]
cut *v.* cortar [korTAR]

D

dark escuro, –a [esKUru]
daughter filha [FIlha]
dear (*expensive*) caro, –a [KAru]
dessert doce [DOsi] *m.*
different diferente [difeRẼti]
dine jantar [zhãTAR]
dinner jantar [zhãTAR] *m.*
  dinner is served está na mesa [esTA‿naMEza]
dish prato [PRAtu]
doctor médico [MẼdiku]
dozen dúzia [DUzia]
dry *adj.* seco, –a [SEku]

E

earn ganhar [gaNHAR]
eat comer [koMER]
  eat the evening meal jantar [zhãTAR]
  eat the noon meal almoçar [almoSAR]
egg (eggs) ovo (ovos) [Ovu (Óvus)]
eight oito [OItu]
employee empregado, –a [ẽpreGAdu]
English inglês, inglêsa [ĩGLES, ĩGLEza]
Englishman inglês [ĩGLES] *m.*
enough bastante [basTÃti]
  I've had enough to eat estou satisfeito [esTO satisFEItu]
evening (*after dark*) noite [NOIti] *f.*
  evening meal jantar [zhãTAR] *m.*
  good evening boas noites, boa noite [BOas‿NOItis, BOa‿NOIti]
exchange *v.* trocar (troquei) [troKAR (troKEI)]
excuse *v.* desculpar [diskulPAR]
  excuse me desculpe [disKULpi]
expensive caro, –a [KAru]

F

face rosto [RROStu]
factory fábrica [FAbrika]
farmer lavrador [lavraDOR]
father pai [PAI] *m.*
fiancé noivo [NOIvu] *m.*
fiancée noiva [NOIva] *f.*
fine: that's fine está muito bem [esTA‿MŨItu‿BẼ]
fish peixe [PEIshi] *m.*
five cinco [SĨku]
fix consertar [kõserTAR]
food comida [koMIda]
for para [PAra]
fork garfo [GARfu]
four quatro [KUAtru]
fried frito, –a [FRItu]
friend amigo *m.*, amiga *f.* [aMIgu, aMIga]

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from (from the) de (do, da, dos, das) [di (du, da, dus, das)]
fruit fruta [FRUta]
furniture mobília [moBIlia]

G

gentleman senhor [siNHOR (SIOR)]
George Jorge [ZHÓRzhi]
give dar [DAR] (*irreg.*)
  I give dou [DO] (*pres. of* **dar**)
  you give; he, she gives da [DA]
glad contente [kõTẼti]
  be glad ficar satisfeito [fiKAR‿satisFEItu]
Glória Gloria [GLÓria]
go ir (*irreg.*), andar, funcionar [IR, ãDAR, fũsioNAR]
  it goes, is going; you go, are going; he (she) goes, is going vai [VAI] (*pres. of* **ir**)
  we go, are going vamos [VAmus]
  they, you (*pl.*) **go, are going** vão [VÃU]
  go to bed ir para a cama [IR PAra‿a‿KAma]
  let's go vamos [VAmus]
good bom, boa, bons, boas [BÕ, BOa, BÕS, BOas]
  good evening *or* **good night** boas noites, boa noite [BOas‿NOItis, BOa‿NOIti]
  rather good bomzinho, boazinha [bõZInhu, boaZInha]
good-bye (*I'll see you soon*) até logo [aTÉ LÓgu]

H

hair cabelo [kaBElu]
half: a half um meio [ũ‿MEiu]
hand mão [MÃU] *f.*
handkerchief lenço [LẼsu]
happy feliz, contente [feLIS, kõTẼti]
have ter [TER] (*irreg.*)
  I have tenho [TEnhu]
  he (she) has, you have tem [TẼ]
  we have temos [TEmus]
  they, you (*pl.*) **have** tem [TẼ]
  will you have (a drink)? aceita . . . ? [aSEIta] (*pres. of* **aceitar**)
  have to ter que [TER‿ke]
he êle [Eli]
heat calor [kaLOR] *m.*
heavy pesado, –a [peZAdu]
hello (*over phone*) alô [aLÔ]
  hello there olá [oLÁ]
hen galinha [gaLInha]
her (**hers**) dela; sua, seu, suas, seus [DẼla; SUa, SẼu, SUas, SẼus]
here aquí [aKI]
  from here daquí [daKI]
high alto, –a [ALtu]
his dêle; seu, sua, seus, suas [DEli; SEu, SUa, SẼus, SUas]
home: be at home estar em casa [esTAR‿ẽ‿KAza]
hot quente [KẼti]
hotel hotel [oTÉL] *m.*
hour hora [Óra]
house casa [KAza]
how como [KOmu]
  how are you? como vai? [KOmu‿VAI?]
  how do you say . . . como se diz . . . [KOmu‿si‿DIS . . .]
  how many quantos [KUÃtus]
  how much quanto [KUÃtu]
husband marido [maRIdu]

I

I eu [EU]
important importante [ĩporTÃti]
in em [ẽ]
  in a num [NÚ]
  in the evening de noite [di‿NOIti]
iron *n.* ferro [FÉrru]
iron *v.* passar a ferro [paSAR‿a‿FÉrru]
is: it (he, she) is es (*pres. of* **ser**) [é], está (*pres. of* **estar**) [esTA]
  isn't that so não é [nãu‿É]
  there is (are) há [A] (*pres. of* **haver**)

J

January janeiro [zhaNEIru]
John João [ZHUÃU]
Johnny Joãozinho [zhuãuZInhu]
Joseph José [zhuZÉ]
juice suco [SUku]
July julho [ZHUlhu]

K

knife faca [FAka]
know (**know how**) saber [saBER] (*irreg.*)
know (*be acquainted with*) conhecer (ç) [koNHeSER]
  I know conheço [koNHEsu]
  he (she) knows, you know conhece [koNHÉsi]

L

lady senhora [siNHÓra]
large grande [GRÃdi]

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larger maior [maIÓR]
  larger than maior do que [maIÓR_du_ke]
lavatory lavatório [lavaTÓriu]
leave (**let, allow**) deixar [deSHAR]; (**go**) sair [saIR]
left (*adj.*) esquerdo, –a [esKERdu]
  to the left à esquerda [A_esKERda]
let's (**let's go**) vamos [VAmus] (*pres. of* **ir**)
light (*color*) claro, –a [KLAru]
light *n.* luz [LUS] *f.*
  electric light luz elétrica [LUZ_eLÊtrika]
like *adv.* como [KOmu]
like *v.* gostar (de) [gosTAR]
  to like them gostar dêles [gosTAR_DElis]
  I would like gostaria [gostaRIa]
  like better gostar **mais** (de) [gosTAR MAIS (di)]
linen linho [LInhu]
  made of linen de linho [di_LInhu]
little: a little um pouco de [ũ_POku_di]
live in morar [moRAR]
look (**at**) olhar (para) [oLHAR (PAra)]
lunch *v.* almoçar [almoSAR]

M

madam senhora [siNHÓra]
make fazer [faZER] (*irreg.*)
  he, she makes; you make faz [FAS]
Manuel Manuel [maNUÉL]
married casado, –a [kaZAdu]
Mary Maria [maRIa]
match fósforo [FÓSforu]
material (*cloth*) fazenda [faZÊda]
meat carne [KARni] *f.*
mend consertar [kõserTAR]
milk leite [LEIti] *m.*
mirror espelho [esPElhu]
modern moderno, –a [moDÉRnu]
money dinheiro [diNHEIru]
more mais [MAIS]
  a little more of mais um pouco de [MAIZ_ũ_POku_di]
  one more mais um [maiz_Ũ]
morning manhã [maNHÃ]
  good morning bom dia, bons dias [BÕ_DIa, BÕZ_DIas]
  in the morning de manhã [di_maNHÃ]
mother mãe [MÃI] *f.*
mountain montanha [mõTAnha]
movies cinema [siNEma] *m.*
Mrs. (*before given name*) Dona [DOna]
much muito, –a [MŨItu]
my meu, minha [MEU, MInha]

N

Nair (*girl's name*) Nair [naIR]
name nome [NOmi] *m.*
  my name is . . . eu me chamo . . . [EU_mi_SHAmu]
  his (**her, your**) **name is** se chama [si_SHAma]
  their (**your**) **name is** se chamam [si_SHAmãu]
near perto (*adv.*), perto de (*prep.*) [PÉRtu_(di)]
necktie gravata [graVAta]
never nunca [NŨka]
New York Nova York [NÓva_IÓRki]
night noite [NOIti] *f.*
nine nove [NOvi]
no *adv.* não [NÃŨ]
north norte [NÓRti] *m.*
not não [NÃŨ]
now agora [aGÓra]
number número [NUmeru]

O

obliged obrigado, –a [obriGAdu]
  be much obliged ficar muito obrigado [fiKAR_MŨItu_obriGAdu]
o'clock: it's one o'clock é uma hora [É_Uma_Óra]
  it's two o'clock são duas horas [SÃU DUaz_Óras]
of (**of the**) de (do, da, dos, das) [di (du, da, dus, das)]
office escritório [eskriTÓriu]
O.K. está muito bem [esTA_MŨItu_BÊ]
one um, uma [Ũ, Uma]
or ou [o]
orange laranja [laRÃzha]
order *n.* ordem [ÓRdẽ] *f.*
  in order to (*prep.*) para [PAra]
order *v.* encomendar, mandar [ẽkomẽDAR, mãDAR]
ordinary ordinário, –a [ordiNAriu]
other outro, –a [OTru]

P

package embrulho [ẽBRUlhu]
pair (**pairs**) par (pares) [PAR (PAris)] *m.*
parcel embrulho [ẽBRUlhu]
park *n.* parque [PARki] *m.*
party festa [FÉSta]
pass *v.* passar [paSAR]
pay *v.* pagar (*p.p.* pago) [paGAR (PAgu)]
person pessoa [peSOa]

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Philadelphia Philadelphia [filaDÊLfia]
place *n.* lugar [luGAR] *m.*
plate prato [PRAtu]
pleasant agradável [agraDAvél]
please faça o favor de . . ., por favor [FAsa_u_faVOR_di, por_faVOR]
pleasure prazer [praZÊR] *m.*
port porto (portos) [PORtu (PÓRtus)]
Portuguese português, portuguêsa [portuGES, portuGEza]
possible possível [poSIvél]
potato batata [baTAta]
  sweet potato batata doce [baTAta_DOsi]
prefer gostar mais (de), preferir [gosTAR_MAIZ_(di), prefeRIR]
present *v.* apresentar [aprezẽTAR]
  (may) I present apresento [apreSẼtu]
pretty bonito, –a [boNItu]
purchase compra [KÕpra]
pure puro, –a [PUru]

Q

quality qualidade [kualiDAdi] *f.*

R

rain *n.* chuva [SHUva]
rain *v.* chover [shoVER]
  be raining estar chovendo [esTAR_shoVẼdu]
  it is going to rain vai chover [VAI_shoVER
razor (*safety*) gilete [zhiLÉti] *f.*
ready pronto, –a [PRÕtu]
remain ficar [fiKAR]
rest *v.* descançar [deskãSAR]
restaurant restaurante [rrestauRÃti] *m.*
return *v.* voltar [volTAR]
right (*side*) direito, –a [diREItu]
  to the right à direita [A_diREIta]
Rio (*short for Rio de Janeiro*) o Rio [u_RRIu]
roast *v.* assar [aSAR]
  roasted assado [aSAdu]
  roast meat o assado, carne assada [u_aSAdu, KARni_aSAda]
Robert Roberto [rroBÉRtu]

S

sailor marinheiro [mariNHEIru]
salad salada [saLAda]
salesman caixeiro [kaSHEIru]
salt sal [SAL] *m.*
sandwich sanduíche [sãDUIshi] *m.*
San Francisco São Francisco [sãu_frãSISku]
São Paulo São Paulo [sãu_PAUlu]
  person born in São Paulo paulista [paulISta]
satisfied satisfeito, –a [satisFEItu]
saw: I saw vi [VI] (*pret. of* **ver**)
  you, he, she saw viu [VIu] (*pret. of* **ver**)
say dizer [diZER] (*irreg.*)
  we say dizemos [diZEmus]
sea mar [MAR] *m.*
see ver [VER] (*irreg.*)
send mandar [mãDAR]
serve servir (sirvo) [serVIR (SIRvu)]
  dinner's served! está na mesa! [esTA_na_MEza]
seven sete [SÉti]
shave (get shaved) fazer a barba [faZER_a_BARba]
she ela [Éla]
ship navio [naVIu]
shirt camisa [kaMIsa]
shoe sapato [saPAtu]
shop *n.* loja [LÓzha]
shop *v.* fazer compras [faZER_KÕpras]
sight vista [VISta]
silk seda [SEda]
  made of silk de seda [di_SEda]
sir senhor [siNHOR (SIOR)]
sister irmã [irMÃ]
six seis [SEIS]
slowly devagar [divaGAR]
small pequeno, –a [piKEnu]
small amount of pouco, –a [POku]
smaller menor [meNÓR]
so assim, tão [aSÍ, TÃU]
  isn't that so? não é [nãu_É]
socks meias [MEias] *f. pl.*
soldier soldado [soIDAdu]
some uns, umas; [ũs, Umas]
son filho [FIlhu]
soup sopa [SOpa]
south sul [SUL] *m.*
speak falar [faLAR]
spend gastar [gasTAR]
  spend time passar tempo [paSAR_TÊpu]
spoon colher [koLHÊR] *f.*
  coffee spoon colher de café [koLHÊR_di_kaFÉ]
  soup spoon colher de sopa [koLHÊR_di_SOpa]
  teaspoon colher de chá [koLHÊR_di_SHA]
starch *v.* engomar [ẽgoMAR]
  starched engomado, –a [ẽgoMAdu]
station pôsto, estação [POStu, estaSÃU]
stay ficar [fiKAR]
stocking meia [MEia]

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store (*dry-goods*) loja [LÓzha]
street rua [RRUa]
streetcar bonde [BÕdi] *m.*
study estudar [estuDAR]
sugar açúcar [aSUkar]
Sugar-Loaf (*mountain in Rio de Janeiro*) Pão de Açúcar [PÃU_di_aSUkar] *m.*
suit (*man's*) terno [TÉRnu]
sun sol [SÓL] *m.*
sunny: it is sunny faz sol [FAS_SÓL]
sweet doce [DOsi]

T

table mesa [MEza]
  dressing table mesa de toilette [MEza_di_twaLÉti]
  it's on the table está na mesa [esTA_na_MEza]
take (*swallow*) tomar [toMAR]
talk (**about**) falar (de), conversar (sôbre) [faLAR (di), kõverSAR (SÔbri)]
tall alto, –a [ALtu]
teacher professor *m.*, professora *f.* [profeSOR, profeSOra]
telephone *n.* telefone [teleFOni] *m.*
telephone *v.* telefonar [telefoNAR]
ten dez [DÉS]
than que, do que [ke, du_ke]
thanks, thank you obrigado, –a [obriGAdu]
that *rel. pron., conj.* que [ke]
the a, o, os, as [a, u, as, us]
  in the (on the) no, na, nos, nas [nu, na, nus, nas]
there alí, lá [aLI, LA]
  from there dalí [daLI]
there is, there are, *etc.* haver (há) [aVER (A)]
these êstes, estas [EStis, ÉStas]
thing coisa (cousa) [KOIza (KOza)]
think (about) pensar (em) [pẽSAR (ẽ)]
this *adj.* êste, esta [ESti, ÉSta]
  in this neste, nesta (em + êste) [NESti, NÉSta]
this *neuter pron.* isto [IStu]
three três [TRES]
through pelo [PElu]
time (*hour*) tempo [TÊpu]
  at what time . . .? a que hora . . .? [a_ke_Óra]
  it's one o'clock é uma hora [É_uma_Óra]
  it's time to eat é hora de comer [É_Óra_di_koMER]
  what time is it? que horas são? [ke_Óras_SÃU]
tired cansado, –a [kãSAdu]
  get tired cansar-se, ficar cansado [kãSARsi, fiKAR_kãSAdu]
to a, para [a, para]
  to the à (a + a); ao (a + o); aos (a + os); às (a + as) [a; au; aus, auz; as, az]
today hoje [Ozhi]
toilet privada [priVAda]
tomato tomate [toMAti] *m.*
trade comércio [koMÉRsiu]
train trem [TRÊ] *m.*
tropical tropical [tropiKAL]
two dois, duas [DOIS, DUas]

U

uncle tio [TIu (TIU)]
understand compreender [kõpriẽDER]
  I understand compreendo [kõpreÊdu]
  you understand, he (she) understands compreende [kõpreÊdi]
underwear roupa branca [RROpa_BRÃka]
uniform uniforme [uniFÓRmi] *m.*
United States os Estados Unidos [uz_eSTAduz_uNIdus]
use usar [uZAR]

V

vegetable legume [leGUmi] *m.*
very muito [MÚItu]
view vista [VISta]
visit visitar, conversar [viziTAR, kõverSAR]

W

waiter garçon [garSÕ] *m.*
waitress copeira [koPEIra]
walk *n.* passeio [paSEyu]
walk (for pleasure) *v.* passear [paSIAR]
want querer [keRER] (*irreg.*)
  I want quero [KÉru]
  he wants, you want quer [KÉR]
warm (*adj.*) quente [KÊti]
  be warm estar com calor [esTAR_kõkaLOR]
wash *v.* lavar [laVAR]
  washwoman lavadeira [lavaDEIra]
Washington Washington [UÓshĩtõ]
water água [Agua]
wear usar, pôr [uZAR, POR]
weather tempo [TÊpu]
  hot weather tempo de calor [TÊpu_di_kaLOR]
welcome: you are welcome de nada [di_NAda]

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well *adv.* bem [BÉ]
be well (*in health*) estar bom, boa [esTAR‿BÕ, BOa]
went (*past of* **go**) fui, foi, fomos, foram [FUI, FOI, FOmus, FOrãu]
what *inter.* que, que é que [ke, ke‿É‿ke]
what a night! que noite! [ke‿NÓIti]
what is it? que é [ke‿É]
what *rel.* que, o que [ke, u‿ke]
when quando [KUÃdu]
where onde [Ódi]

white branco, –a [BRÃku]
who quem [KÉ]
why porque [porKE]
window janela [zhaNÉla]
with com [kõ]
with me comigo [koMIgu]
with us conosco [koNOSku]
wool lã [LÃ]
made of wool (woolen) de lã [di‿LÃ]
work *v.* trabalhar [trabaLHAR]

Y

yes sim [SĨ]
you você [voSE], o senhor [u‿siNHOR], a senhora [a‿siNHÓra]
young lady senhorita [sinhoRIta]
young man moço [MOsu]
young woman moça [MOsa]
your seu, sua, seus, suas [SEu, SUa, SEus, SUas]

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67 71 A A 30.

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